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ABSTRACT

Summarized is the first year of an intervention program for visually handicapped preschool children in Louisiana in which a curriculum guide was developed, implemented and evaluated with 12 children. It is explained that, in developing the curriculum guide, emphasis was placed on items that would best prepare Ss for mainstreaming in public school classrooms at age 6. Chapters cover the following topics: introduction (including the problem, procedures and importance of the study); review of the literature; development of the curriculum guide (behavioral objectives and implementation process objectives in the areas of reading readiness, development of residual vision, orientation and mobility, social skills, and daily living skills); presentation of validated criteria (results of student performance in each skill area). Among major conclusions cited were that the data suggest that classroom intervention had a positive effect and that the curriculum guide provides the structure necessary to teach preschoolers with vision from zero to normal. Also included are the following appendixes: a glossary of terms, a criteria referenced checklist used to measure program effectiveness, the Maxfield-Bucholz Scale of Social Maturity, class composition information, and an extensive task analysis of the 5 skill areas taught. (LS)

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VISUALLY HANDICAPPED YOUNG CHILDREN:

AN EARLY INTERVENTION STUDY

written by

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December, 1974

EC090002

To Sari and Marion, who believe in air celebrations and whose advice was consistent:

"Sing and swing
And do your thing,
Mais, lache pas la patate."

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ABSTRACT

This study summarizes the first year of an intervention program for visually handicapped preschool children in a five parish South Louisiana area. The purposes of the study were to develop, implement, and evaluate a curriculum guide to be used primarily with visually handicapped young children. The twelve preschool subjects who composed the study are described along with the curriculum guide and the procedures necessary to implement it. A criteria referenced checklist designed to measure program effectiveness while using the curriculum guide is also included.

The following conclusions were reached:

1. The data suggest that classroom intervention had a positive effect.

2. Evidence from this program suggests that the young visually impaired and sighted children can be successfully integrated into a classroom setting.

3. The curriculum guide provides the structure necessary to teach preschoolers whose vision ranges from zero to normal.

4. The visually handicapped young child is a suitable subject for classroom research.

5. Locating a child's place on the continuum of development in order to determine the next behavior to teach him may be of more use in programming for learning than assessing and recording intelligence quotients.

Chapter 1

INTRODUCTION

Total blindness is a condition which is obvious, easy to recognize and define. Lesser degrees of blindness are more difficult to assess. For educational purposes, a blind person is one whose vision is so defective that he cannot be educated through visual methods. This category includes persons with light-dark and gross-form discrimination only, as well as the totally blind. Legally, the blind are those who have a visual acuity of 20/200 or less in the better eye after maximum correction, or who have a visual field which subtends an angle of 20 degrees or less in the widest diameter. Winnifred Hathaway has defined the partially sighted child as (1) one who has a visual acuity of 20/70 or less in the better eye after all the necessary medical and surgical treatment has been given and compensating lenses have been provided when the need for them is indicated, and (2) one whose peripheral vision subtends an angle of less than 20 degrees.[1] The terms visually impaired and visually handicapped are used interchangeably when speaking of low vision on a continuum of 20/70 to total blindness.

Historically, society has demonstrated a variety of attitudes

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[1]Winnifred Hathaway, Education and Health of the Partially Seeing Child (New York: Columbia University Press, 1959), p. 16.

toward members of minority groups in general and blind individuals in particular. Ancient Rome and Greece neglected, persecuted, abused, and even deliberately destroyed "inferior" or "different" individuals. Much later society pitied, protected, and separated the handicapped from itself by establishing asylums or institutions which became "homes" for them from infancy to the grave. These were not schools offering educational programs or training for later employment.

Valentin Hauy founded the first school for the blind in Paris during the late eighteenth century. Since his students came from distant places, provisions had to be made for room and board. For more than a century the residential or boarding school was the only type of program available to these children. The first three schools in this country were patterned after those already in existence in Europe. The underlying premise was that, although the visually handicapped were educable, they had to be educated separately from the normally seeing in order to learn. Consequently, the visually handicapped children lived in a community of their own, removed from family and the sighted world.

Parents of the visually handicapped, educators, and psychologists, concerned at the social injustice of children separated from their families, devised two additional administrative plans during the 1940's. These two plans, resource room and itinerant, allowed the child to remain at home and to receive his education in a regular school, with supportive help from a specially trained teacher. A resource plan is designed so that the student spends two hours daily with the special teacher who is assigned to one school. An itinerant plan calls for the

special teacher to travel from school to school.

Lafayette Parish's Department of Special Education inaugurated a resource room plan in 1961 and has been successfully mainstreaming visually impaired children of legal school age since that time. It was projected at the program's inception that the visually impaired student would repeat every other grade. This has proved unnecessary. Caddo is the only other parish in the state of Louisiana to have maintained a consistent educational program for the visually handicapped.

The 1972 session of the Louisiana Legislature passed Act 368, which guaranteed a free, public education to all handicapped children, ages 3-21. Lafayette Parish, with its experience and success in mainstreaming visually handicapped children, stood in a distinctive position of leadership to all parishes who needed to devise educational plans for their visually impaired children. The Visually Handicapped Section of the Department of Special Education in Lafayette Parish, in order to comply with Act 368, planned additional intervention strategies. Early childhood education was pinpointed as the area of greatest concern.

Statement of the Problem

Lafayette Parish has had preschool programs for many years for mentally retarded and physically handicapped children at the New Hope Center and for the deaf and hard-of-hearing under a Title VI project. An early intervention program with a system of evaluation is indicated and should be instituted for visually handicapped young children. These children have had no organized educational services prior to legal

school age.

The purposes of this study were to develop, implement, and evaluate a curriculum guide for visually handicapped young children. The educational process used had three major components:

1. A curriculum guide for use with visually handicapped young children.

2. A system of procedures to implement the curriculum guide.

3. A system of data collection to evaluate the curriculum guide.

The basic education system is represented in Figure 1 and sets the stage for the content of the program. Each of the components strengthen the other in defining a network that includes detection, diagnosis, intervention, and the mainstreaming of visually handicapped children into sighted classrooms at age six. The administrative segment is of least concern, but its inclusion indicates that an educational structure demands a coordinated network for budgeting, liason, and other details that are generally outside the purview of education.

Delimitation of the Study

The study was limited to visually handicapped children ages two-six. One nine year old male, evaluated as experientially six years or less, was included in the program. Three sighted four year olds also participated in the study to serve as play models, language models, behavior models and sighted guides. The study was further limited to other Louisiana Education Association participants in Iberia, St. Martin, Vermilion and St. Landry parishes who offered no programs for

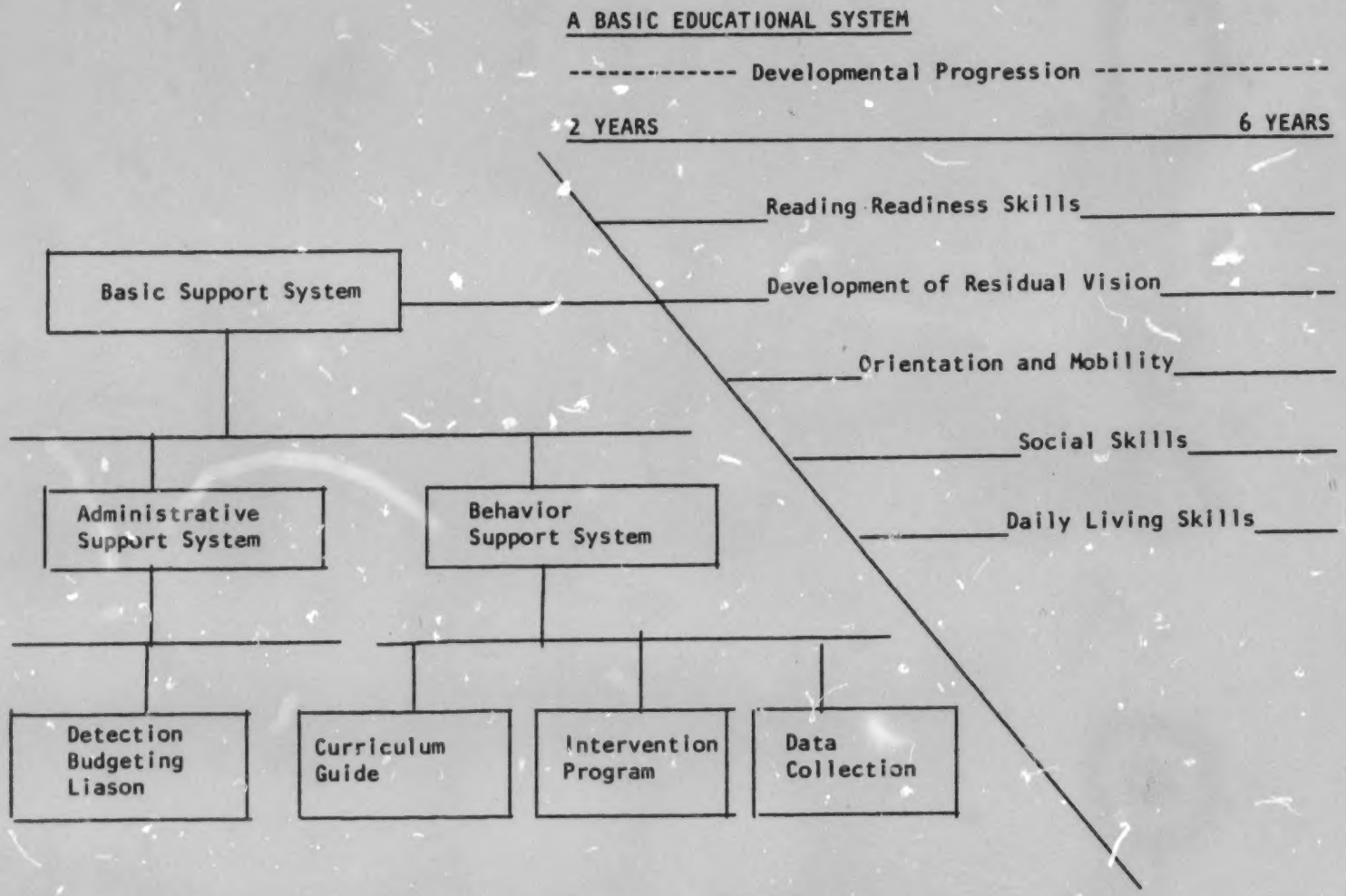

Figure 1. Basic Educational System for Young Visually Impaired Children from 2-6 Years

visually handicapped children of any age.

Method of Procedure

A review of the professional literature was made at the libraries of George Peabody College, Vanderbilt University, and the American Foundation for the Blind.

While the studies reviewed stressed early training for young visually handicapped children, there were no curriculum guides developed for this specific purpose.

A preschool visually impaired population was located in a five parish South Louisiana area. These children were identified by local ophthalmologists and the caseworker for blind children. Three sighted subjects were randomly chosen.

Based upon the research findings, a curriculum guide was developed for the purpose of educating young blind children. Emphasis was placed upon the items that would best prepare them for sighted public school classrooms at age six. The guide was written behaviorally with the procedural objectives needed to implement it.

Home visits were made during July and August, 1973, to encourage the parents of the identified population to enroll their child in the early intervention program. The Louisiana State Department of Education provided free transportation to those children living outside Lafayette Parish. The program was housed at Woodvale Primary School in Lafayette, Louisiana.

Each child in the program was referred to a competent authority

team at the University of Southwestern Louisiana for the educational evaluations required by Act 368 of the 1972 Louisiana Legislature.

The Maxfield-Bucholz Scale of Social Maturity for Blind Preschool Children was administered to each child and served as the standardized pre-test instrument defining delay or non-delay. It is the only test standardized to a preschool visually handicapped population.

A criteria-referenced checklist was constructed to collect baserate data in September, 1973. Individual and group projects based upon the curriculum guide were structured in each subject's deficit area. Interim assessment was made in February, 1974, and terminal evaluation took place in June, 1974. Since the criteria level was not specified for each participant, 100 percent was assumed by the time the child enters first grade.

Importance of the Study

The study is important because: (1) there is a premium placed on developing early intervention programs for handicapped children, (2) there are no curriculum guides specifically written for the preschool visually handicapped child, and (3) the body of research dealing with the visually handicapped is devoted almost exclusively to the school age child.

Organization of the Study

Chapter I provides a background for the problem, purposes of

the study, sources of data, and organization of the study.

Chapter 2 includes a review of the literature with implications for the visually handicapped young children.

Chapter 3 inlcudes the development of a curriculum guide for preschool visually handicapped children written as product objectives along with the process objectives needed to implement it.

The validated criteria is presented in Chapter 4.

Chapter 5 provides the summary and conclusions.

Chapter 2

REVIEW OF THE LITERATURE

Throughout the ages, blindness has been regarded as one of the most severe and most traumatic of physical handicaps. There has been much emotionality, especially pity and sympathy, connected with it. In each of us there is present an instinctive fear of being hurt or maimed in some way. Among the most fearsome of such phantasied disabilities is that which relates to blindness. Some persons equate blindness as punishment for parental or personal sins.[2] Educators, in a recent study of attitudes toward the handicapped, ranked the visually handicapped as the lowest. The latter also ranked second lowest in terms of teachers' knowledge about them and desire to teach them.[3]

From the instant a blind child is born or a seeing child loses his sight, psychological influences from within the individual begin to shape his growth process. His social environment is changed. It is during infancy and childhood that the individual establishes patterns of behavior which are to remain with him for life. It is generally supposed that blindness represents the mere absence or impairment of a single sense. On the contrary, blindness changes and utterly reor-

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[2]Louis Cholden, A Psychiatrist Looks at Blindness (New York: American Foundation for the Blind, 1958), p. 20.

[3]A. T. Murphy, "Attitudes of Educators Toward the Visually Handicapped," Sight Saving Review, XXX (Fall, 1971), pp. 157-161.

ganizes the entire mental life of the individual.[4] The earlier the onset occurs, the greater the reorganization that is demanded, and the greater the effect upon the seeing individuals who are a part of the blind child's daily life.

Both early and recent research in the field of the education of the visually handicapped has placed a premium on early intervention programs. A classic study done by Cutsforth found that most preschool learning is visual and acquired incidentally by the sighted child.[5] Children with little or no vision cannot see enough to imitate others. They, therefore, require formal teaching in areas where normally seeing children learn easily and incidentally through visual stimulation. The world must be brought to their fingertips if they are to enter school having many necessary skills under control. Since the sensory equipment and processes of observing are organized quite differently in the blind, the young child must be taught to use them in a systematic fashion so that his information gathering processes will not be impaired.[6]

The blind child is also at a disadvantage in observing objects as a whole and in relating these objects to the parts of his environment. He lacks the unifying sense of vision which draws these objects

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[4]Thomas D. Cutsforth, The Blind in School and Society (New York: American Foundation for the Blind, 1951), p. 4.

[5]Cutsforth, pp. 7-24.

[6]Grace D. Napier, Handbook for Teachers of the Visually Handicapped (Louisville: American Printing House for the Blind, 1970), p.12.

together as a whole. Unit and concept teaching are methods which unify experiences together in meaningful wholes. Harley's study concluded that the visually handicapped child needed many direct experiences. When he is deprived of these, he tends to use verbal symbols which are meaningless to him. By denying his own experiences, he loses self-esteem.[7]

Since vision is developmental through age six, intensive work should be done in utilizing low vision. Each child needs to develop his visual ability to the highest possible efficiency level in order to supplement his tactual and auditory senses, although vision may never become his chief mode of academic learning. In order to understand the learning processes of children who have low vision, it is necessary to consider the nature and functions of the total visual system. The eye, which is only one part of this system, is the end organ through which messages can travel to the brain. This organ may have missing structures, impairments in some parts of it, or may pick up very weak or distorted messages. Despite these factors, when light enters the eye and stimulates even a few retinal cells, some information can be sent on to the brain.

The pioneering studies done by Barraga in utilizing low vision indicate that the more a child looks, especially at close range, the more he stimulates the pathways to the brain. As the brain is given

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[7]Randall K. Harley, Verbalism Among Blind Children (New York: American Foundation for the Blind, 1963), pp. 48-54.

more and more information, there is an eventual accumulation of a variety of visual images and memories. One of the primary problems of the young low vision child is that there is very little which he can "pick up" incidentally through his visual sense. He needs to be taught the process of discrimination between the forms, outlines, pictures, and symbols which may never have been brought to his attention.[8]

The child with low vision, never having been stimulated "to look" for the purpose of making discriminations, probably has visual perceptions which are blurred, and objects are likely to appear as vague masses. There is no specific form, no contour, and no spatial location to what is seen. The continuous searching with the eye enables the child to focus on the details so that what he is looking at begins to stand out from the background and the "blob" takes on a specific form contour.[9] The continued looking with the eye reduces the blurring effect so that each object viewed begins to have a definite form and the image becomes constant. When a specific form always appears with the same characteristics, and it is distinct from other forms, a name can be assigned to it, and the child can soon recognize it and label it by name.

There is another important factor in "learning to see" -- the psychological feelings and attitudes. The child who has the attitude

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[8]Natalie Barraga, Development of Visual Learning Abilities (Louisville: American Printing House for the Blind, 1970), pp. 1-4.

[9]Gerald Fonda, Management of the Patient with Subnormal Vision (St. Louis: Mosby, 1965), p. 136.

that he can "learn to see" will work harder because he will want to feel the joy of actually being able to use his eyes.[10]

A visually handicapped child's world should be rich with manipulative and tactual materials. Techniques incorporating kinesthetic and auditory prescriptions should be utilized daily. Henderson contrasted braille reading and print reading. There were striking similarities. In order to read braille, the child must have a wide background of direct experiences, possess a good speaking vocabulary, a knowledge of spatial relationships, and must show both auditory and tactual discrimination.[11]

Learning social competence is an integral part of the visually handicapped child's education. The seeing child acquires visually much socially useful information which is not accessible to the blind child, who does not, for instance, know who is in a room as he enters, whether his attire is appropriate and neat, or what visual stimuli may have prompted a burst of laughter from his peers. The skills of successfully determining what is customary in grooming, eating, etiquette, and the social graces, and then finding ways to implement these customs without visual cues are important to the blind and low vision child.

It was found by Lowenfeld that visually handicapped children,

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[10]Samuel Ashcroft and Natalie Barraga, Study II; Effects of Experimental Teaching on the Visual Behavior of Children Educated As Though They Had No Vision (Nashville: George Peabody College for Teachers, 1965), p. 12.

[11]Freda Henderson, "Little Bumps That Say Something," Exceptional Children, XXVI (January, 1960), pp. 261-266.

left on their own, live a relatively restricted life. To expand their horizons, to develop imagery, and to orient them to a wider environment, it is necessary to develop these experiences by systematic stimulation. This requires programming of stimulating experiences from the time the children begin to walk. Mental orientation to their environment can begin by mapping out the classroom and finding their way around in it. Later, the orientation is extended to the school, and later still to the community through travel instruction.[12] For a blind child to learn about his environment, it is necessary to initiate self-activity. A blind infant does not reach out for an object because it does not attract him. He must know of its existence by touch or smell or hearing. Thus, his learning is slower. Walking, talking, prehension, feeding, and socialization will be retarded unless training and guidance encourage the development of these behaviors. Maturation must be aided at all stages.

While most of the research in the education of the visually handicapped deals with the school age child, all researchers agree that effective training should begin in the cradle. Kaufman, Case Worker for Blind Children in a five parish South Louisiana area, stated, "Both medical records and educational testing report that six of my eight preschool clients are mentally retarded. While they are developmentally delayed and behaviorally disordered, I do not

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[12]Berthold Lowenfeld, "The Child Who Is Blind," Journal of Exceptional Children, XIX (December, 1952), p. 97.

believe these children lack mental ability."[13]

The term "mentally retarded" may be an unfortunate label as Bijou has indicated. Medical observation and intelligence tests do not measure "mentality" but rather are used to evaluate the behavioral repertoire of a person in comparison with those who serve as the standardization group. A child who scores below average may have done so because he was unmotivated to emit the defined "correct response" or because he had not learned to emit the defined "correct response." In addition the fact that a visually handicapped child has not learned a particular response, should not lead to the conclusion that he is unable to do it.

Bijou maintains that children who do not emit important behavioral responses must be taught to do so. He views behavior as existing somewhere on a continuum of development. The next step is not to determine how delayed a child is in moving along this continuum, but to determine the next form of behavior he must learn to progress along that continuum.[14]

Harley expressed concern that a young visually handicapped child could adjust to a structured classroom situation. While they have been successfully integrated into sighted kindergarten programs he stated that he knew of no preschool programs in operation at the

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[13]Statement by Guy Kaufman, Case Worker for Blind Children, in a personal interview, Lafayette, Louisiana, February 21, 1974.

[14]S. W. Bijou, "Theory and Research in Mental (Developmental) Retardation, Psychological Record, 1963, XIII, pp. 95-110.

present.[15] Perkins Institute for the Blind at Watertown, Massachusetts, one of the best known schools for visually handicapped children in the United States, does not accept a child under six years of age. Orillion, Superintendent of the Louisiana State School for the Blind, stated, "Louisiana State School for the Blind does not permit a child to enter under six years of age."[16]

A thorough review of the ERIC file was made. There were no research findings with implications for the young visually handicapped child. In light of the paucity of research in this area, initial support has been fathered for the following positions: First, there is a dire need for the development of a curriculum guide designed to educate visually handicapped young children. Second, children between the ages of two to six can adjust to a structured classroom setting. Third, the preschool visually impaired child is a suitable subject for classroom research.

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[15]Opinion expressed by Dr. Randall Harley, Head of the Department of Visually Handicapped at George Peabody College for Teachers, in a personal interview, Nashville, Tennessee, February 27, 1974.

[16]Statement by Toby Orillion, Superintendent of the Louisiana School for the Blind, in a telephone interview, February 15, 1974.

Chapter 3

DEVELOPMENT OF THE CURRICULUM GUIDE

The central problem relevant to an intervention program is to determine what behaviors to teach. Since a review of the professional literature revealed that there were no curriculum guides developed specifically for the visually handicapped young child, this became the first priority of the early intervention study. The curriculum guide which evolved is divided into five basic categories which include: reading readiness skills, utilization of low vision, orientation and mobility skills, social skills and daily living skills. Research has consistently placed a premium on these particular skills if a blind child is to function optimally in the sighted community. The reading readiness skills which comprise Part A of the curriculum guide are somewhat similar to those expected of a sighted child who is ready to enter first grade. They have been adapted to compensate for lack of vision. Part B of the guide is devoted to developing residual vision when possible. It is based upon Barraga's Study II. One of her recommendations was that her work be extended to both the upper and lower levels.[17] Part B is a revision of her work to meet the needs of

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[17]Natalie Barraga, Study II: Effects of Experimental Teaching On The Visual Behavior of Children Educated As Though They Had No Vision. (Nashville: George Peabody College for Teachers, 1965).

preschool visually handicapped youngsters. Part C deals with orientation and mobility. While these are critical skills for any blind person, they become imperative for a child who will be mainstreamed into a sighted classroom. A distinction should be made between orientation and mobility. Orientation is the establishment of one's position in space in relation to the environment. Mobility is the ability to move safely from one place to another. Social skills which involve the child, his family, and the extended community are found in Part D. Daily living skills, Part E, are those skills which feature total independence through self-care. The curriculum guide was written behaviorally to meet the needs of preschoolers who may depend primarily upon tactual and auditory learning.

A criteria referenced checklist was developed to provide an appropriate data base to evaluate the curriculum guide and its effectiveness with a preschool visually handicapped population.[18] All individual and group projects were based upon items found in the guide.

A. Reading Readiness Skills

Upon termination from the program, the blind and partially sighted child will comprehend and be able to apply designated readiness skills that will enable him to function at the average ability level of his sighted peers.

1. The blind and partially sighted child will know the body parts, their functions and position in space.

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[18]See Appendix B, Criteria Referenced Checklist.

2. The blind child will be able to discriminate tactually and the partially sighted child will be able to discriminate visually and tactually, three dimensional geometric forms by size, length, height and other physical properties placed in increasing and decreasing order.

3. The blind child and partially sighted child will know geometric forms and shapes and be able to relate these to similar object forms and shapes.

4. The blind and partially sighted child will know how to convey a simple message.

5. The blind and partially sighted child will exhibit the ability to receive and interpret a simple verbal message.

6. The blind and partially sighted child will be able to verbalize nouns and to describe them.

7. The blind and partially sighted child will know the differences and meanings of the every day sounds about him.

8. The blind and partially sighted child will relate experience stories in a sequential order.

9. The blind and partially sighted child will know shapes, sizes, textures and the position of familiar objects in his environment.

10. The blind and partially sighted child will manipulate wooden puzzles, form and peg boards, doll furniture, boxes filled with matching objects, and simple geometric objects cut from felt and leather.

11. The blind and partially sighted child will comprehend the concepts that there are certain things that cannot be touched such as clouds, stars and fire.

12. The blind and partially sighted child will know the directional skills of top, bottom and center.

13. The blind and partially sighted child will be able to manipulate bead stringing, clay modeling, block design and arrangements, zipper board and shoe-lacing.

14. The blind and partially sighted child will recognize geometric shapes in outline form.[19]

B. Development of Residual Vision

Upon termination from the program the partially sighted will reflect 20 percent improvement in his visual efficiency as measured by The Natalie Barraga Scale of Visual Efficiency although his acuity may remain the same.[20]

1. The partially sighted child will have a knowledge of color likenesses and differences, variations in shades in one color, and light and dark intensity factors in all colors.

2. The partially sighted child will have a knowledge of forms in two-dimensional representations in black and in colors

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[19]Carol Halliday, The Visually Impaired Child: Growth, Learning, Development. (Louisville: American Printing House for the Blind, 1971), p. 54.

[20]Natalie Barraga, Visual Efficiency Scale. (Louisville: American Printing House for the Blind, 1964).

using flat wooden or cardboard puzzles, and form representations on paper and cardboard.

3. The partially sighted child will have a knowledge of certain visual images and shapes.

4. The partially sighted child will know object outline and colored pictures of familiar toys, food, clothing, household furniture and tools.

5. The partially sighted child will know categories of single objects by use and class as well as a knowledge of missing gross details of objects.

6. The partially sighted child will know certain objects by outline with inner details and in various spatial positions.

7. The partially sighted child will recognize certain details in abstract outlines and pictures.

8. The partially sighted child will know action reflected in pictures.

9. The partially sighted child will see the hidden parts and shadows in pictures and in abstract complex figures.

10. The partially sighted child will associate letter and word symbols with object pictures and action pictures.[21]

C. Orientation and Mobility

Upon termination from the program the blind and partially

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[21]Natalie Barraga, Teacher's Guide for Development of Visual Learning Abilities and Utilization of Low Vision. (New York: American Foundation for the Blind, 1964).

sighted child will develop the orientation and mobility skills that will enable him to function at the average ability of his sighted peers upon entering the first grade.

1. The blind and partially sighted child will know his position in space in relation to the environment.

2. The blind and partially sighted child will move safely, effectively and comfortably from one place to another within the environment.

3. The blind and partially sighted child will exhibit the ability to use any continuous line which acts as a guideline along an extended line of travel.

4. The blind and partially sighted child will know sounds or stimuli which can be utilized by the visually handicapped to help determine their position or direction.

5. The blind and partially sighted child will develop the ability to use an object or sound to establish a course of direction toward or away from an object.

6. The blind and partially sighted child will develop the ability to use a familiar object or clue which has an exact and known location in the environment.

7. The blind and partially sighted child will exhibit the ability to use a mapped-out course or route to be traveled to a given object.

8. The blind and partially sighted child will know and be able to apply the process of using the back of the fingers

to follow a surface while maintaining a line of travel parallel to that surface.

9. The blind and partially sighted child will know and be able to apply the proper following technique when using a sighted guide.

10. The blind and partially sighted child will exhibit the protective skills involving hand and forearm techniques while traveling.[22]

D. Social Skills

Upon termination from the program, the blind and partially sighted child will know the social skills that will enable him to function at the average ability level of his sighted peers upon entering the first grade as measured by the Maxfield-Bucholz Test of Social Maturity.[23]

1. The blind and partially sighted child will make correct verbal responses to greetings, questions and spoken language.

2. The blind and partially sighted child will know family members and their supportive roles.

3. The blind and partially sighted child will know about familiar landmarks in his community.

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[22]Grace Napier, Handbook for Teachers of the Visually Handicapped. (Louisville: American Printing House for the Blind, 1970).

[23]Kathryn Maxfield and S. Bucholz, A Social Maturity Scale for Blind Preschool Children. (New York: American Foundation for the Blind. 1957), pp. 39-45.

4. The blind and partially sighted child will know appropriate gestures for non-verbal communications.

E. Daily Living Skills

Upon termination from the program the blind and partially sighted child will exhibit skills related to daily living enabling him to function at the average ability level of his sighted peers upon entering the first grade.

1. The blind and partially sighted child will know and be able to apply the proper techniques of toileting.

2. The blind and partially sighted child will know and be able to apply the techniques of a sponge bath, tub bath, and shower.

3. The blind and partially sighted child will know and be able to apply techniques of oral hygiene.

4. The blind and partially sighted child will exhibit correct posture when standing, sitting, and rising from a chair.

5. The blind and partially sighted child will demonstrate table manners appropriate for his age and the proper use of flatware.

6. The blind and partially sighted child will pour liquid into a cup and drink it.

7. The blind and partially sighted child will develop at least one purposeful leisure time activity.

Home Living Skills

Upon termination of the program, the blind and partially sighted child will know and apply certain concepts and skills related to the home environment that will enable him to function at the average ability level of his sighted peers upon entering the first grade.

1. The blind and partially sighted child will exhibit the simple housekeeping skills necessary to maintaining order in his own room.

2. The blind and partially sighted child will know common dangers in the home and how to avoid them.

3. The blind and partially sighted child will know how to care for and to feed family pets.

Implementation of the Curriculum Guide

The following process objectives were written to facilitate the implementation of the curriculum guide.

A. Reading Readiness Skills

1. The teacher will provide opportunities for the blind and partially sighted child to be exposed to concepts related to body parts and their functions through games, rhythms, ridules, puzzles and mirror exercises.

2. The teacher will provide tactual and visual experiences for the blind and partially sighted child to manipulate geo-

metric forms utilizing the Mitchell Wire Form Kit, Cuisenaire Rods, and other manipulative materials.

3. The teacher will provide opportunities for the blind and partially sighted child to be exposed to geometric forms and shapes utilizing geometric blocks and other manipulative materials.

4. The teacher will provide the opportunity for the blind and partially sighted child to verbalize a one component message and proceed through games and daily activities to a five component message.

5. The teacher will provide opportunities for the blind and partially sighted child to respond to a one component message and proceed through games and structure to a five component verbal message.

6. The teacher will provide opportunities for the blind and partially sighted child to examine both familiar and unfamiliar objects and to use both adjectives and verbs to describe them.

7. The teacher will provide opportunities for the blind and partially sighted child to be exposed to everyday sounds about him through records, staff developed tapes, and field trips.

8. The teacher will provide opportunities for the blind and partially sighted child to be exposed to experience stories, through teacher reading of experience stories and student response to questions about experience stories.

9. The teacher will provide opportunities for the blind and partially sighted child to become familiar with objects in his environment through manipulation of those objects.

10. The teacher will provide opportunities for the blind and partially sighted child to participate in informal play experiences with puzzles and other manipulatives.

11. The teacher will provide opportunities for the blind and partially sighted child to develop a correct knowledge of things that cannot be touched in the world around him through the use of models, manipulation of objects, multi-sensory experiences and verbalization.

12. The teacher will provide opportunities for the blind and partially sighted child to be exposed to pre-braille or pre-print skills through direct experience, utilization of models, and raised line drawings.

13. The teacher will provide opportunities for the blind and partially sighted child to be exposed to certain tactual skills through manipulation of objects.

14. The teacher will provide opportunities for the blind and partially sighted child to be exposed to geometric shapes through tactual experiences and exercises.

B. Utilization of Residual Vision

1 - 10. The teacher will provide opportunities for the partially sighted child to utilize his residual vision through various manipulation exercises, such as working with cardboard

puzzles, form boards, a texture box, wire forms, geometric figures and solids, Cuisenaire Rods and pattern learning forms found in the Barraga Low Vision Kit.[24]

C. Orientation and Mobility Skills

1. The teacher will provide an opportunity for the blind and partially sighted child to develop awareness of his position in space in relation to the environment by exposure to the environment through community field trips.

2 - 3. The teacher will provide opportunities for the blind and partially sighted child to develop certain mobility skills through directed movement exercises utilizing the shoreline technique, direction taking, and the trailing and following technique.

4 - 5. The teacher will provide opportunities for the blind and partially sighted child to develop certain orientation skills through directed movement exercises incorporating odors, sounds, wind chimes, fountains, and environmental awareness.

6. The teacher will provide opportunities for the blind and partially sighted child to develop certain mobility skills by utilizing the "squaring-off" technique in directed movement exercises.

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[24]B. Dorward and N. Barraga, Teaching Aids for Blind and Visually Limited Children, (New York: American Foundation for the Blind, 1968), pp. 10-16.

7. The teacher will provide opportunities for the blind and partially sighted child to use braille maps and mental exercises to map a course.

8. The teacher will provide opportunities for the blind and partially sighted child to develop certain indoor mobility skills through the use of directed movement exercises including trailing exercises utilizing walls, tables, sides of building, or any continuous surface.

9. The teacher will provide opportunities for the blind and partially sighted child to develop certain following techniques through the use of demonstration by teacher, peers and directed movement exercises.

10. The teacher will provide opportunities for the blind and partially sighted child to develop certain protective skills by demonstration of and practicing the dropped arm procedure, hand and forearm technique and the lowered arm technique.

D. Social Skills

1. The teacher will provide opportunities for the blind and partially sighted child to develop certain verbal responses through demonstration, imitative play, role playing and creative dramatics.

2. The teacher will provide opportunities for the blind and partially sighted child to know about the supportive roles of family members through role playing, creative dramatics, puppetry, poetry, relating experience stories and literature.

3. The teacher will provide opportunities for the blind and partially sighted child to develop a knowledge about his community through field trips.

4. The teacher will provide opportunities for the blind and partially sighted child to develop his ability to gesture through role playing and manipulation of body parts by the teacher while explaining the gesture.

E. Daily Living Skills

1 - 7. The parents and teacher will provide opportunities for the blind and partially sighted child to develop certain daily living skills specified in the curriculum guide through directed experiences, utilizing appropriate equipment and materials when necessary.

Home Environment

1. The parents will provide opportunities for the blind and partially sighted child to accomplish certain household related tasks by directed experiences.

2. The parents and teachers will provide opportunities for the blind and partially sighted child to know common dangers within the home.

3. The parents will provide an opportunity for the blind and partially sighted child to know how to care for pets.

Chapter 4

PRESENTATION OF VALIDATED CRITERIA

Prior to admission to the early intervention program for visually handicapped young children, each child was referred to a competent authority team for an educational evaluation. The Maxfield-Bucholz Scale of Social Maturity served as the standardized instrument defining developmental delay or non-delay. This allowed the staff to make a tentative analysis so that they could begin an intervention program based on each child's deficit area. Each child was again evaluated on the Maxfield-Bucholz Scale prior to the program's recess in June, 1974.[25]

A criteria referenced checklist was compiled to evaluate the product objectives of the curriculum guide. During the 1973-74 school year the instrument was edited, revised, and refined for further specifcity. Since any scale or checklist tends to be rather subjective, each item on the checklist was validated through a system of rater reliability. Two raters were assigned to evaluate a child's performance on each item. Tables I-IX reflect the percentage of agreement. Scores of 80 percent or higher reflect validity of the item. Table X evaluates the procedural objectives.

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[25]See Appendix C, Maxfield-Bucholz Scale of Social Maturity for Use with Preschool Blind Children.

Evaluation for the Curriculum Guide

A. Reading Readiness Skills

Upon termination from the program, the blind and partially sighted child will know and apply designated readiness skills that will enable him to function at the average ability level of his sighted peers, as measured by an enlarged version of the Boehm Test of Basic Concepts. This test is given to all children entering the first grade by the Lafayette Parish School Board.

Evaluation Technique

The following tables reflect the data accrued on each participant in the program. A criteria-referenced checklist was utilized by the classroom teacher to determine the child's progress in each of the skill areas. Results were tabulated to assess the child's baseline performance, interim performance and terminal performance. Results are reported in terms of raw score based on the achievement criterion for successful accomplishment of objectives. Rater reliability was accomplished by utilization of a second rater and a corresponding contrast of ratings for each child on every skill.

The child who will be mainstreamed into a first grade class will be evaluated by an enlarged version of the Boehm Test of Basic Concepts upon entering the first grade. The data is not available at this time.

Body Parts

The blind and partially sighted child will know the body parts, their functions and position in space as measured by teacher judgment on a staff developed exercise requiring students to identify parts of the body by functions and position in space, and recorded on a criteria referenced checklist.

Results: Table I reflects the accrued data related to a knowledge of body parts, their functions and position in space.

Discussion: The data in Table I indicate three students achieved criterion performance. Three students achieved near criterion of 94 percent, 95 percent and 94 percent respectively.

Students with minimal progress are reflected as: student Number 3 has been diagnosed as a suspected severely retarded child and student Number 12 is less than two years of age. Both students attended only one session per week, with student Number 12 participating in the program from February through June. All students progressed in the direction of objective attainment.

Tactual-Visual Discrimination

The blind child will discriminate tactually and the partially sighted child will discriminate visually and tactually three dimensional geometric forms by size, length and height. The child will manipulate these forms in increasing and decreasing order as measured by teacher judgment on a staff developed exercise. The responses will be recorded on a criteria referenced checklist.

TABLE I

COMPARISON OF CHILDREN'S PERFORMANCE ON BODY PARTS

SUBJECT	BASELINE		INTERIM		TERMINAL		ACHIEVEMENT CRITERION	PERCENT OF RATER RELIABILITY
	Raw Score	Percent	Raw Score	Percent	Raw Score	Percent		
1	12	33.3	21	58.0	28	77.7	36	100.0
2	24	66.6	34	94.0	36	100.0	36	99.0
3*	0	0.0	6	16.0	9	25.0	36	99.0
4*	4	11.0	15	41.0	28	77.0	36	97.0
5	3	8.0	23	63.0	34	94.4	36	88.0
6	22	61.0	34	94.0	36	100.0	36	92.0
7	18	50.0	34	94.0	36	100.0	36	100.0
8	6	16.0	14	38.0	31	86.0	36	89.0
9	5	13.0	32	88.0	35	97.0	36	100.0
10*	20	55.0	27	75.0	36	94.0	36	100.0
11	13	36.0	21	58.0	31	86.0	36	97.0
12	Baseline			0.0	5	13.0	36	83.0

*Totally Blind

The blind and partially sighted child will know geometric forms and shapes and be able to relate these to similar object forms and shapes. This will be measured by teacher judgment on a staff developed exercise and recorded on a criteria referenced checklist.

The blind and partially sighted child will know shapes, sizes, textures and the position of familiar objects in his environment as measured by teacher judgment on a staff developed exercise. Children will be required to respond to certain questions and commands posed by the teacher. These responses will be recorded on a criteria referenced checklist.

The blind and partially sighted child will know geometric shapes in outline form as measured by teacher judgment on a staff developed exercise. Geometric shapes in outline form will be used. The responses will be recorded on a criteria referenced checklist.

Results: Table II reflects the accrued data related to tactual and visual discrimination skills.

Discussion: The data presented in Table II indicate three students achieved criterion performance. Two students achieved near criterion, 94 percent and 96 percent respectively. Students Number 3 and Number 12 again showed the lowest performance levels, probably due to the same reasons expressed previously. All students progressed in the direction of objective attainment.

Language and Conceptual Development

The blind and partially sighted child will develop a compre-

TABLE II

COMPARISON OF CHILDREN'S PERFORMANCE ON TACTUAL-VISUAL DISCRIMINATION

SUBJECT	BASELINE		INTERIM		TERMINAL		ACHIEVEMENT CRITERION	PERCENT OF RATER RELIABILITY
	Raw Score	Percent	Raw Score	Percent	Raw Score	Percent		
1	5	9.0	16	29.0	30	54.0	55	77.0
2	19	34.0	47	85.0	52	94.0	55	99.0
3*	0	0.0	2	7.0	3	10.0	28	100.0
4*	3	10.0	18	64.0	28	100.0	28	77.0
5	3	5.0	26	47.0	41	74.0	55	87.0
6	16	55.0	29	53.0	47	85.0	55	98.0
7	19	16.0	46	84.0	53	96.0	55	98.0
8	4	7.0	34	62.0	44	80.0	55	93.0
9	6	10.0	41	75.0	55	100.0	55	100.0
10*	3	10.0	19	67.0	28	100.0	28	100.0
11	10	18.0	28	51.0	40	72.0	55	89.0
12	Baseline	0.0			8	14.0	55	86.0

*Totally Blind

hension and speaking vocabulary commensurate with the vocabulary of a child of his chronological age. The results will be recorded on a staff developed checklist.

The blind and partially sighted child will know the differences and meanings of environmental sounds. The child will be required to identify certain everyday sounds about him and discriminate between these sounds. Results will be recorded on a criteria referenced checklist.

The blind and partially sighted child will demonstrate an ability to proceed from a simple to a complex task in following verbal directions using a progression of simple to complex verbal directions. Responses will be measured by teacher judgment and recorded on a criteria referenced checklist.

The blind and partially sighted child will demonstrate an ability to relate experience stories in a sequential order utilizing stories of a sequential nature. The children will be required to retell the stories in their own words. Results will be recorded on a criteria referenced checklist.

The blind and partially sighted child will develop a correct knowledge of things that cannot be touched in the world around him using models, manipulation of objects and verbalization. Responses will be measured by teacher judgment and recorded on a criteria referenced checklist.

The concepts of clouds, stars and fire was too abstract to be understood by the visually handicapped young child. This objective

was not accomplished.

Results: Table III reflects the accrued data related to language and conceptual development.

Discussion: The data in Table III indicate three students achieved criterion performance. These same students, students Number 2, Number 7 and Number 9, have maintained consistently high scores. Student Number 2 and Number 7 are sighted children. Three students achieved near criterion with 91 percent, 93 percent and 95 percent respectively. Students Number 3 and Number 12 were reflected as having the lowest scores.

Manipulative Skills

The blind and partially sighted child will manipulate bead stringing, clay modeling, pipe cleaner figures, block design and arrangements, zipper board, shoe-lacing and related games and developmental activities. Results of these skills will be measured by teacher judgment and recorded on a criteria referenced checklist.

The blind and partially sighted child will be able to manipulate wooden puzzles, form and peg boards, doll furniture, boxes filled with matching objects and simple geometric objects cut from felt and leather. Responses to the staff developed exercise will be recorded on a criteria referenced checklist.

Results: Table IV reflects the accrued data related to manipulative skills.

Discussion: The terminal data presented in Table IV indicate

TABLE III

COMPARISON OF CHILDREN'S PERFORMANCE ON LANGUAGE AND CONCEPTUAL DEVELOPMENT

SUBJECT	BASELINE		INTERIM		TERMINAL		ACHIEVEMENT CRITERION	PERCENT OF RATER RELIABILITY
	Raw Score	Percent	Raw Score	Percent	Raw Score	Percent		
1	21	35.0	31	51.0	44	73.0	60	88.0
2	53	88.0	57	95.0	60	100.0	60	100.0
3*	4	6.0	10	17.0	11	18.0	60	81.0
4*	8	13.0	36	60.0	55	91.0	60	92.0
5	7	11.0	35	58.0	48	80.0	60	81.0
6	17	28.0	45	71.0	56	93.0	60	96.0
7	21	35.0	48	80.0	60	100.0	60	100.0
8	12	20.0	33	55.0	50	83.0	60	96.0
9	12	20.0	45	75.0	60	100.0	60	96.0
10*	12	20.0	36	60.0	53	88.0	60	99.0
11	14	23.0	40	66.0	57	95.0	60	95.0
12	5	8.0	5	8.0	7	12.0	60	100.0

*Totally Blind

four students achieved criterion performance. Four students achieved near criterion with 91 percent. Students Number 3 and Number 12 were reflected as having the lowest scores.

B. Residual Vision

The partially sighted child will know color likenesses and differences, variations of shades in one color, and light and dark intensity factors in all colors with geometric forms. Responses will be measured by teacher judgment and recorded on a criteria referenced checklist.

The partially sighted child will know forms in two dimensional representations in black and in colors. Wooden or cardboard forms will be used. Results will be recorded on a criteria referenced checklist.

The partially sighted child will know certain visual images and shapes. The child will be required to assemble and integrate various forms and shapes. Responses will be recorded on a criteria referenced checklist.

The partially sighted child will know object outline and be able to identify colored pictures of familiar toys, food, clothing, household furniture and tools. A staff developed exercise requiring discrimination and recognition of these objects will be used. Responses will be measured by teacher judgment and recorded on a criteria referenced checklist.

The partially sighted child will know categories of single objects by use and class as well as a knowledge of missing gross

TABLE IV

MANIPULATIVE SKILLS

SUBJECT	BASELINE		INTERIM		TERMINAL		ACHIEVEMENT CRITERION	PERCENT OF RATER RELIABILITY
	Raw Score	Percent	Raw Score	Percent	Raw Score	Percent		
1	0	00.0	8	73.0	9	82.0	11	99.0
2	4	36.0	10	91.0	11	100.0	11	99.0
3*	0	00.0	0	00.0	0	00.0	11	100.0
4*	0	00.0	8	73.0	10	91.0	11	100.0
5	0	00.0	10	91.0	10	91.0	11	100.0
6	2	18.0	10	81.0	10	91.0	11	100.0
7	4	36.0	10	91.0	11	100.0	11	100.0
8	0	00.0	10	91.0	10	91.0	11	91.0
9	0	00.0	10	91.0	11	100.0	11	100.0
10*	0	00.0	7	64.0	9	82.0	11	100.0
11	0	00.0	10	91.0	11	100.0	11	100.0
12	Baseline				3	27.0	11	100.0

*Totally Blind

details of objects. A staff developed exercise will be used and responses will be recorded on a criteria referenced checklist.

The partially sighted child will know certain objects by outline with inner details and in various spatial positions. Results will be recorded on a criteria referenced checklist.

The partially sighted child will know certain details in abstract outlines and pictures. The child will be required to assemble outline pictures. Results will be recorded on a criteria referenced checklist.

The partially sighted child will know action reflected in pictures. A staff developed exercise will be used requiring the child to relate the story reflected in the picture in a sequence of events. Responses will be recorded on a criteria referenced checklist.

The partially sighted child will have a knowledge of the hidden parts and shadows in pictures and in abstract complex figures. Responses will be recorded on a criteria referenced checklist.

The partially sighted child will know certain beginning reading skills associating letter and word symbols with object pictures and action pictures. A staff developed exercise utilizing associational tasks will be used. Responses will be recorded on a criteria referenced checklist.

The blind and partially sighted child will have a knowledge of pre-braille skills or pre-print skills, left to right progression, top to bottom progression, above, below and center. Results will be recorded on a criteria referenced checklist.

Results: Table V reflects the accrued data related to the attainment of readiness skills for both blind and partially sighted children.

Discussion: The terminal data presented in Table V indicate one student, Number 9, achieved criterion performance. One student, Number 7, approximated criterion with 20 points or 95 percent. Students Number 3 and Number 12 were reflected as having the lowest scores.

The partially sighted child will care for and use low vision aids as measured by teacher judgment on a staff developed exercise designed to reflect the ability to manipulate low vision aids.

Results: No results are available related to this objective. Low vision aids were not available in the classroom. Ophthamologists have not recommended the use of low vision aids. This objective should be included only on the recommendation of an ophthalmologist.

C. Orientation and Mobility Skills

The blind child will know and comprehend a spatial relationship to himself and his environment, eliminating the need for blindisms such as rocking and eye punching. Results will be measured by teacher judgment and recorded on a criteria referenced checklist.

The blind and partially sighted child will develop an awareness of his position in relation to the environment. A staff developed exercise incorporating the use of the remaining senses will be used. Results will be recorded on a criteria referenced checklist.

The blind and partially sighted child will develop the ability to move safely, effectively and comfortably from one place to another

TABLE V

COMPARISON OF THE CHILDREN'S PERFORMANCE
ON READING READINESS/RESIDUAL VISION (PRE-BRAILLE SKILLS)

SUBJECT	BASELINE		INTERIM		TERMINAL		ACHIEVEMENT CRITERION	PERCENT OF RATER RELIABILITY
	Raw Score	Percent	Raw Score	Percent	Raw Score	Percent		
1	0	00.0	3	14.0	12	57.0	21	71.0
2	6	28.0	12	57.0	16	76.0	21	99.0
3*	0	00.0	1	6.0	1	6.0	16	100.0
4*	1	6.0	6	38.0	8	50.0	16	100.0
5	0	00.0	6	29.0	12	57.0	21	100.0
6	0	00.0	11	52.0	17	81.0	21	100.0
7	6	29.0	13	62.0	20	95.0	21	90.0
8	0	00.0	5	24.0	12	57.0	21	92.0
9	0	00.0	21	100.0	21	100.0	21	100.0
10*	1	6.0	10	63.0	12	75.0	16	100.0
11	0	00.0	5	24.0	16	76.0	21	100.0
12	Baseline	00.0	0	00.0	1	4.0	21	100.0

*Totally Blind

within the environment. A staff developed exercise incorporating the use of the remaining senses including sight will be used. Results will be recorded on a criteria referenced checklist.

The blind and partially sighted child will develop the ability to use any continuous line which acts as a guideline along an extended line of travel. Results of the above task will be recorded on a criteria referenced checklist.

The blind and partially sighted child will know sounds or stimuli which can be utilized by the visually handicapped to help determine their position or direction. A staff developed exercise using such sounds or stimuli will be used. Responses will be recorded on a criteria referenced checklist.

The blind and partially sighted child will use an object or sound to establish a course of direction toward or away from an object. A staff developed exercise encompassing several tasks related to course of direction will be used. Responses will be recorded on a criteria referenced checklist.

The blind and partially sighted child will develop the ability to use a familiar object or clue which has an exact and known location in the environment. Responses will be recorded on a criteria referenced checklist.

The blind and partially sighted will know and apply the process of position. A staff developed exercise which requires tasks using one's body in relation to an object in order to establish a new line of direction will be used. Results will be recorded on a

criteria referenced checklist.

The blind and partially sighted child will develop the ability to use a mapped out course or route to be traveled to a given object. Results will be recorded on a criteria referenced checklist.

The blind and partially sighted child will know and apply the process of using the back of the fingers to follow a surface while maintaining a line of travel parallel to that surface. A staff developed exercise demonstrating the above skill will be used. Results will be recorded on a criteria referenced checklist.

The blind and partially sighted child will know the proper following techniques when using a sighted guide. Results of the above skill will be recorded on a criteria referenced checklist.

The blind and partially sighted child will know certain protective skills involving hand and forearm techniques and the lowered arm technique. Results will be recorded on a criteria referenced checklist.

Results: Table VI reflects the accrued data related to the attainment of orientation and mobility skills for both blind and partially sighted children.

Discussion: The data presented in Table VI indicate no students achieved criterion for successful accomplishment of this objective. Students Number 4 and Number 10 achieved near criterion. Students Number 3 and Number 12 reflect the lowest scores. The objective is not applicable to students Number 2, Number 6 and Number 7 who are sighted children.

TABLE VI

COMPARISON OF THE CHILDREN'S BEHAVIOR ON ORIENTATION AND MOBILITY

SUBJECT	BASELINE		INTERIM		TERMINAL		ACHIEVEMENT CRITERION	PERCENT OF RATER RELIABILITY
	Raw Score	Percent	Raw Score	Percent	Raw Score	Percent		
1	4	26.0	6	40.0	11	73.0	15	99.0
2*								
3	0	0.0	0	0.0	0	0.0	15	100.0
4	3	20.0	9	60.0	14	93.0	15	100.0
5	0	0.0	7	47.0	10	66.0	15	70.0
6*								
7*								
8	1	16.0	6	40.0	11	73.0	15	91.0
9	3	20.0	7	47.0	13	87.0	15	92.0
10	0	0.0	8	53.0	14	93.0	15	100.0
11	3	20.0	9	60.0	13	87.0	15	100.0
12	Baseline	0.0	0	0.0	6	40.0	15	83.0

*Sighted Children

D. Social Skills

The blind and partially sighted child will make the proper verbal responses to greetings, questions and spoken language. Results will be recorded on a criteria referenced checklist.

The blind and partially sighted child will know family member and their supportive roles. A staff developed exercise which includes role-playing, creative dramatics,puppetry, poetry, relating experience stories and literature will be used. Responses will be recorded on a criteria referenced checklist.

The blind and partially sighted child will know about his community. Results will be recorded on a criteria referenced checklist.

The blind and partially sighted child will know certain gestures for non-verbal communication. A staff developed exercise on facial, head and hand gestures will be used. Responses will be recorded on a criteria referenced checklist.

Results: Table VII reflects the accrued data related to the attainment of social skills by both blind and partially sighted children.

Discussion: The data presented in Table VII indicate five students, students Number 2, Number 6, Number 7, Number 10 and Number 11, attained criterion accomplishment on three objectives. Three of the above students had attained criterion by January. One of these students reached criterion on baseline in September. Three students, student Number 1, Number 4 and Number 9, had performance near criterion with 95 percent, 94 percent and 94 percent. Students

TABLE VII

COMPARISON IN THE DEVELOPMENT OF SOCIAL SKILLS

SUBJECT	BASELINE		INTERIM		TERMINAL		ACHIEVEMENT CRITERION	PERCENT OF RATER RELIABILITY
	Raw Score	Percent	Raw Score	Percent	Raw Score	Percent		
1	10	58.0	12	71.0	16	94.0	17	94.0
2	17	100.0	17	100.0	17	100.0	17	100.0
3*	0	0.0	1	5.0	17	41.0	17	100.0
4*	1	5.0	12	70.0	16	94.0	17	94.0
5	5	29.0	11	64.0	15	88.0	17	93.0
6	17	100.0	17	100.0	17	100.0	17	100.0
7	16	94.0	16	94.0	17	100.0	17	100.0
8	4	23.0	13	76.0	15	88.0	17	88.0
9	3	17.0	15	88.0	16	94.0	17	100.0
10*	6	35.0	9	52.0	17	100.0	17	100.0
11	17	100.0	17	100.0	17	100.0	17	100.0
12	Baseline	0.0	9	53.0	15	88.0	17	88.0

*Totally Blind

Number 3 and Number 12 have improved performance levels in these skills. Student Number 3, however, was still retaining the lowest performance. Since criterion was accomplished at baseline by at least one student and by mid-program by an additional two students, the criterion levels should be examined for possible revision.

E. Daily Living Skills

The blind and partially sighted child will know and apply the proper techniques of toileting. Results will be recorded on a criteria referenced checklist.

The blind and partially sighted child will know and apply the techniques of a sponge bath, tub bath, and shower. Results will be recorded on a criteria referenced checklist.

The blind and partially sighted child will know and apply techniques of oral hygiene. Results will be recorded on a criteria referenced checklist.

The blind and partially sighted child will know and apply proper care of nails, cleansing of ears and care of feet. Results will be recorded on a criteria referenced checklist.

The blind and partially sighted child will demonstrate correct posture. A staff developed exercise covering standing, sitting, rising from a chair and walking with correct posture will be used. Results will be recorded on a criteria referenced checklist.

The blind and partially sighted child will demonstrate table manners. A staff developed exercise covering sitting at the table and the proper use of flatware will be used. Results will be recorded on

a criteria referenced checklist.

The blind and partially sighted child will know the technique of pouring liquid into a cup and drinking from the cup. Results of this task will be recorded on a criteria referenced checklist.

The blind and partially sighted child will know how to purposefully use his leisure time and be able to apply this knowledge to one leisure time activity. Results will be recorded on a criteria referenced checklist.

Results: Table VIII reflects the accrued data related to the attainment of daily living skills by both the blind and partially sighted children.

Discussion: The data presented in Table VIII indicate one student, student Number 9, achieved criterion for the daily living skills tasks. Four students, student Number 2, Number 6, Number 7 and Number 8, attained near criterion with 95 percent achievement. Students Number 3 and Number 12 were low achievers. All students made consistent progress in the attainment of criterion.

Home Living Skills

The blind and partially sighted child will know and apply the knowledge of cooking, dusting, washing dishes, doing laundry, sweeping, raking and answering the telephone. Results will be measured by parent judgment on a brief staff developed questionnaire and recorded by the teacher on a criteria referenced checklist.

The blind and partially sighted child will know common

TABLE VIII

DAILY LIVING SKILLS

SUBJECT	BASELINE		INTERIM		TERMINAL		ACHIEVEMENT CRITERION	PERCENT OF RATER RELIABILITY
	Raw Score	Percent	Raw Score	Percent	Raw Score	Percent		
1	5	27.0	13	72.0	16	89.0	18	99.0
2	9	50.0	16	88.0	17	94.0	18	100.0
3*	0	0.0	4	22.0	5	28.0	18	80.0
4*	5	27.0	15	83.0	16	89.0	18	93.0
5	3	16.0	16	89.0	16	89.0	18	100.0
6	7	38.0	16	89.0	17	94.0	18	100.0
7	7	38.0	17	94.0	17	94.0	18	94.0
8	4	22.0	17	94.0	17	94.0	18	94.0
9	8	44.0	18	100.0	18	100.0	18	100.0
10*	3	16.0	14	77.0	16	89.0	18	93.0
11	5	27.0	16	89.0	16	89.0	18	100.0
12	Baseline	0.0	0	0.0	6	33.0	18	100.0

*Totally Blind

dangers within the home, how to avoid them and how to react to them. Results will be measured by parent judgment on a brief staff developed questionnaire and recorded by the teacher on a criteria referenced checklist.

The blind and partially sighted child will care for his own room as measured by parent judgment on a brief staff developed questionnaire. Responses will be recorded by the teacher on a criteria referenced checklist.

The blind and partially sighted child will care for and feed family pets. Results will be measured by parent judgment on a brief staff developed questionnaire and recorded by the teacher on a criteria referenced checklist.

Results: Table IX reflects the data accrued related to the accomplishment of home living skills by the blind and partially sighted children.

Discussion: The data presented in Table IX indicate that no child, whether blind or partially sighted, achieved criterion in home living skills. Several students, Number 2, Number 5, Number 7 and Number 8, achieved near criterion with 95 percent, 90 percent, 95 percent, and 90 percent, respectively. Students Number 3 and Number 12 were reflected as having the lowest performance in these skills. All students made progress in the direction of criterion performance, with no regressions indicated. One student, Number 3, did not reflect an increased performance from interim to terminal evaluation.

TABLE IX

HOME LIVING SKILLS

SUBJECT	BASELINE		INTERIM		TERMINAL		ACHIEVEMENT CRITERION	PERCENT OF RATER RELIABILITY
	Raw Score	Percent	Raw Score	Percent	Raw Score	Percent		
1	7	33.0	15	71.0	17	81.0	21	100.0
2	6	28.0	17	81.0	20	95.0	21	99.0
3*	0	0.0	1	4.0	1	4.0	21	100.0
4*	0	0.0	16	76.0	18	86.0	21	94.0
5	1	4.0	14	67.0	19	90.0	21	90.0
6	9	41.0	15	71.0	18	86.0	21	94.0
7	13	61.0	16	67.0	20	95.0	21	90.0
8	0	0.0	17	81.0	19	90.0	21	95.0
9	0	0.0	11	52.0	17	81.0	21	80.0
10*	1	4.0	13	62.0	17	81.0	21	94.0
11	2	9.0	17	81.0	18	86.0	21	94.0
12	Baseline	0.0	0	0.0	3	14.0	21	50.0

*Totally Blind

Process Evaluation

Evaluation for the process objectives is found in Table X. Results indicate games, manipulation of models, records, sensory training activities, the reading of stories, questioning, discussion, use of tactual materials, manipulative toys, direction taking experiences, trailing and following techniques, operant conditioning techniques and imitative play to be the most consistently and highly used processes. Those processes used to a lesser extent included mirror exercises, riddles, community field trips, the textured box and the beepball. A variety of processes have been used to meet the educational as well as the personal needs of the visually handicapped.

TABLE X

PROCESS DOCUMENTATION

PROCESS CHECKLIST	FREQUENCY OF OCCURRENCE								
	* S	O	N	D	J	F	M	A	M
Games	5	5	5	5	5	5	5	5	5
Rhythms	5	4	4	4	4	4	5	4	3
Riddles	3	3	3	4	4	5	5	5	5
Puzzles	4	5	5	1	1	1	1	1	1
Mirror Exercises	3	3	2	4	4	1	2	3	3
Mitchell Wire Form Kit	3	3	2	4	4	1	2	3	3
Geometric Blocks	3	3	2	4	4	1	3	2	3
Models-Manipulation	3	3	2	3	3	5	5	5	5
Records	5	5	5	5	5	5	5	5	5
Tapes	5	5	5	5	5	5	5	5	5
Field Trip (Campus)	3	5	5	4	4	5	5	5	5
Field Trip (Community)	3	2	3	3	3	4	5	4	4
Daily Sensory Training Activities	5	5	5	5	5	5	5	5	5
Reading of Stories	5	5	5	5	5	5	5	5	5
Questioning	5	5	5	5	5	5	5	5	5
Form Boards	4	5	5	4	4	5	5	4	4
Textured Box	3	4	3	4	4	1	4	3	2
Geometric Figures and Solids	3	4	3	4	4	5	4	4	4
Pattern Learning Forms	4	5	4	3	4	5	4	4	4
Discussion with Teacher	5	5	5	5	5	5	5	5	5
Verbalization	5	5	5	4	4	5	5	5	5
Tactual Materials	5	5	5	5	5	5	5	5	5
Manipulative Toys	5	5	5	5	5	5	5	5	5
General Behavior - Modification Technique	5	5	5	5	5	5	5	5	5
Shoreline Technique	4	4	4	4	4	4	4	4	5
Direction Taking	5	5	5	5	5	5	5	5	5
Trailing and Following Technique	5	5	5	5	5	5	5	5	5
Odors	4	3	3	5	5	5	5	5	5
Sounds	5	4	4	5	5	1	1	1	1
Wind Chimes	5	1	5	5	5	1	1	2	2
Fountain	5	5	4	5	5	5	5	5	5
Beepball	1	1	1	3	3	1	1	1	1
Squaring Off Technique	1	1	1	5	5	5	4	3	4
Process of Position	3	4	4	5	5	5	5	5	5
Imitative Play	5	5	5	5	5	5	5	5	5
Role Playing	3	4	5	4	3	5	3	4	5
Creative Dramatics	3	4	4	3	3	5	3	2	5
Puppetry	1	1	2	1	1	1	1	2	2
Poetry	5	5	5	5	5	5	4	3	3
Plate with Spoon, Fork	5	5	5	5	5	5	5	5	5
Liquids in Cup	5	5	5	5	5	5	5	5	5

* Months of the Year

Rating Scale for Process Documentation Checklist

5 - Always

4 - Usually

3 - Sometimes

2 - Rarely

1 - Never

Chapter 5

SUMMARY AND CONCLUSIONS

Emphasis upon early childhood education has been given a high priority by national, state, and local governments during the 1970's. This study summarizes the first year of an intervention program for visually handicapped young children. The educational process used had three major components:

1. A curriculum guide developed exclusively for a preschool visually handicapped population.

2. A system of procedures to implement the curriculum guide in a self-contained classroom for preschoolers.

3. A system of data collection to evaluate the guide.

A visually impaired population was located in a geographical area of South Louisiana which included the parishes of Iberia, Lafayette, St. Martin, St. Landry, and Vermilion. Three randomly selected sighted preschoolers also participated in the study. When the intervention program began in September, 1973, the eleven subjects ranged in age from twenty-eight months to seventy-five months. During February, 1974, a visually impaired child just under two years of age was added to the program.

All children were referred to a competent authority team at the University of Southwestern Louisiana for an educational evalua-

tion. Anecdotal records and medical examinations were required for each participant. The Maxfield-Bucholz Scale of Social Maturity served as the standardized instrument defining developmental delay or non-delay.[26] Each subject was additionally tested on a criteria referenced checklist. This data allowed the staff to plan tentative intervention strategies based upon items found in the curriculum guide. All educational prescriptions for the twelve subjects were developed from the curriculum guide. Interim assessment took place in February, 1974, and final evaluation was completed in June, 1974.

Conclusions

The following conclusions can be drawn from this study.

1. The consistent upward trend in Tables I - IX suggests that classroom intervention had a positive effect.

2. Evidence from this program suggests that young visually impaired and sighted youngsters can be successfully integrated into a structured classroom setting.

3. The curriculum guide provided the structure necessary to teach preschoolers whose vision ranged from normal to zero.

4. The visually handicapped young child is a suitable subject for classroom research.

5. Locating a young child's place on the continuum of develop-

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[26]Kathryn Maxfield and S. Bucholz, A Social Maturity Scale for Blind Preschool Children. (New York: American Foundation for the Blind. 1957), pp. 39-45.

ment in order to determine the next behavior to teach him may be of more use in programming for learning than assessing and recording intelligence quotients.

Recommendations

The following recommendations can be made from the results of this study.

1. Additional revisions should be made to the curriculum guide and its accompanying checklist to standardize it to a preschool blind population.

2. Additional standardization is needed for the criteria referenced checklist. After designing an evaluative instrument for a visually impaired population, the instrument should be administered to a corresponding sighted population.

3. Provisions for parent training should be included in any early intervention program.

4. Longitudinal studies should be made on each of the participants in the initial program to further evaluate program effectiveness.

5. An intensive public relations campaign should be initiated to sensitize ophthalmologists to the educational needs of their young patients.

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APPENDIX A

GLOSSARY OF TERMS

Criteria referenced. Those measures which are constructed to determine whether a learner has obtained a specific proficiency standard or level.

Daily living skills. Those skills featuring self-care.

Direction taking. The act of getting a line or course from an object to better facilitate traveling in a straight line.

Following technique. The ability to safely and effectively travel while using a sighted guide.

Hand and forearm technique. The act of a student extending his arm in front of his body at shoulder height and parallel to the floor.

Landmark. Any familiar object, sound, or odor that has a known location.

Legally blind. Visual acuity of 20/200 or less in the better eye with the best possible correction.

Lowered arm technique. The process of lowering the arm to midline, parallel to the floor to protect abdomen.

Low vision. Vision falling below 20/70 with the best possible correction.

Mainstreaming. Placing a handicapped child into a regular public school classroom.

Mobility. The ability to move safely from one point to another.

Negative behaviors. Those behaviors which are socially unacceptable.

Orientation. The process of utilizing the remaining senses in establishing one's position in space.

Partially sighted. Visual acuity falling on the continuum of 20/70 to 20/200.

Process of position. Locating one's position in relation to a known object.

Protective skills. The raised arm and lowered arm technique to protect the body from harm.

Residual vision. That vision which remains after surgical procedures and compensating lenses.

Shoreline. Any continuous line of travel that acts as a landmark.

Social skills. Those skills which involve the child, his family, and the community.

Squaring off. Placing the body in contact with a solid surface so that one can travel in a straight course.

Totally blind. No vision.

Trailing. The ability to follow a wall or other continuous line to arrive at one's destination.

Visual acuity. Given usually in Snellen notation. The numerator indicates the feet. The denominator represents what should be seen.

Visual efficiency. The manner in which one uses the vision he has.

Visually handicapped. Any person with vision lowered to the point where he requires special assistance, usually thought of as 20/70-0 with best correction.

APPENDIX B

A CRITERIA REFERENCED CHECKLIST

TO

EVALUATE PRODUCT OBJECTIVES

+ = Independent Correct Response

/ = Prompted Correct Response

- = Incorrect Response

BODY PARTS	PRE:_____	INTERIM:_____	POST:_____
TACTUAL AND VISUAL DISCRIMINATION	PRE:_____	INTERIM:_____	POST:_____
LANGUAGE AND CONCEPTUAL DEVELOPMENT	PRE:_____	INTERIM:_____	POST:_____
RESIDUAL VISION	PRE:_____	INTERIM:_____	POST:_____
ORIENTATION AND MOBILITY	PRE:_____	INTERIM:_____	POST:_____
SOCIAL SKILLS	PRE:_____	INTERIM:_____	POST:_____
DAILY LIVING SKILLS	PRE:_____	INTERIM:_____	POST:_____
NEGATIVE BEHAVIORS	PRE:_____	INTERIM:_____	POST:_____
MANIPULATIVE SKILLS	PRE:_____	INTERIM:_____	POST:_____
PRE-BRAILLE SKILLS BRAILLE SKILLS	PRE:_____	INTERIM:_____	POST:_____
HOME LIVING SKILLS	PRE:_____	INTERIM:_____	POST:_____
SIGHTED CHILD	PRE:_____	INTERIM:_____	POST:_____

BODY PARTS

DATE:_____ DATE:_____ DATE:_____

	PRE	INTERIM	POST
Mouth			
Ears			
Skin			
Neck			
Shoulders			
Arms			
Elbows			
Legs			
Ankles			
Toes			
Wrists			
Hands			
Fingers			
Chest			
Stomach			
Back			
Hips			
Knees			
Feet			
Heels			
Top			
Bottom			

	PRE	INTERIM	POST
Sides	_____	_____	_____
Left	_____	_____	_____
Right	_____	_____	_____
Front	_____	_____	_____
Back	_____	_____	_____
Up	_____	_____	_____
Down	_____	_____	_____
High	_____	_____	_____
Low	_____	_____	_____
Under	_____	_____	_____
Over	_____	_____	_____
Next To	_____	_____	_____
Off	_____	_____	_____
On	_____	_____	_____

TACTUAL AND VISUAL DISCRIMINATION

	DATE: _____ PRE	DATE: _____ INTERIM	DATE: _____ POST
Touches and feels objects of various textures in exploratory fashion	_____	_____	_____
Interested in and plays with dry, grainy materials	_____	_____	_____
Discriminates objects, shapes tactually	_____	_____	_____
Recognizes and attaches name to:			
Three dimensional triangle	_____	_____	_____
Three dimensional square	_____	_____	_____
Three dimensional circle	_____	_____	_____
Three dimensional rectangle	_____	_____	_____
Three dimensional cone	_____	_____	_____
Can match tactually:			
Three dimensional triangle	_____	_____	_____
Three dimensional square	_____	_____	_____
Three dimensional circle	_____	_____	_____
Three dimensional rectangle	_____	_____	_____
Three dimensional cone	_____	_____	_____
Can recognize and match two dimensional representations of:			
Circle	_____	_____	_____
Triangle	_____	_____	_____
Square	_____	_____	_____
Rectangle	_____	_____	_____

	PRE	INTERIM	POST
Can trace around geometrical forms with fingers:			
Circle	_____	_____	_____
Triangle	_____	_____	_____
Square	_____	_____	_____
Rectangle	_____	_____	_____
Copy design of parquetry blocks	_____	_____	_____
Copy complex design of parquetry blocks	_____	_____	_____
Create collage pictures using only geometric forms	_____	_____	_____
Can recognize line drawing:			
Circle	_____	_____	_____
Square	_____	_____	_____
Triangle	_____	_____	_____
Rectangle	_____	_____	_____
Can make reproduction of:			
Circle	_____	_____	_____
Square	_____	_____	_____
Rectangle	_____	_____	_____
Triangle	_____	_____	_____
Can make reproduction of geometric forms with missing lines	_____	_____	_____

LANGUAGE AND CONCEPTUAL DEVELOPMENT

	DATE: _____ PRE	DATE: _____ INTERIM	DATE: _____ POST
Makes sounds, coos			
Laughs			
Babbles or makes lolling sounds			
Imitates sound			
Gestures to indicate wants			
Labels objects verbally			
Uses single words to indicate wants			
Speaks in short sentences			
Relates experiences			
Responds to his name			
Identifies objects upon request			
Follows simple commands "Come, sit, bring me, go"			
Can answer questions dealing with:			
Who			
When			
Where			
What do you do with a ...?			
Uses pronouns appropriately			
Understands the following time and time-related concepts:			
Before			

	PRE	INTERIM	POST
After	_____	_____	_____
Now	_____	_____	_____
Later	_____	_____	_____
Beginning	_____	_____	_____
End	_____	_____	_____
Fast	_____	_____	_____
Slow	_____	_____	_____
Understands:			
Same	_____	_____	_____
Different	_____	_____	_____
Ability to receive a message and interpret it	_____	_____	_____
Ability to convey a message	_____	_____	_____
Proficiency in preparatory reading and writing	_____	_____	_____
Able to identify nouns and describe	_____	_____	_____

RESIDUAL VISION

DATE:_____ DATE:_____ DATE:_____

	PRE	INTERIM	POST
Can note color likenesses and differences	_____	_____	_____
Can recognize variations of shades in one color	_____	_____	_____
Can use visual images of forms and shapes by assembling and integrating	_____	_____	_____
Can recognize object outlines and colored pictures of familiar toys	_____	_____	_____
Can recognize object outlines and colored pictures of familiar foods	_____	_____	_____
Can recognize object outlines and colored pictures of familiar household furniture	_____	_____	_____
Can recognize object outlines and colored pictures of familiar tools	_____	_____	_____
Can sort pictures of single objects according to use and class categories	_____	_____	_____
Can note missing gross details of objects	_____	_____	_____
Can make finer discriminations from object outline with inner details	_____	_____	_____
Can make finer discriminations from object outline in various spatial positions	_____	_____	_____
Can assemble outline pictures	_____	_____	_____

	PRE	INTERIM	POST
Can relate story in sequence of events	_____	_____	_____
Can note elements with pictures depicting scenery, family activities	_____	_____	_____
Can assemble pussles of such scenes	_____	_____	_____
Can visually discriminate hidden parts, shadows, in pictures and in abstract complex figures	_____	_____	_____
Can associate letter and word symbols with object pictures and action pictures	_____	_____	_____
Can discriminate and recognise individual letters and word symbols	_____	_____	_____
Can visually read simple materials in games, verses, and repetitious stories	_____	_____	_____

ORIENTATION AND MOBILITY

	DATE: PRE	DATE: INTERIM	DATE: POST
Can localize objects with reference to body			
Can utilize remaining senses to locate toys in various room areas			
Can move safely and effectively within classroom			
Can move safely and effectively to rest room			
Can move safely and effectively to lunchroom			
Can trail effectively			
Can use sound or olfactory clues to determine position or direction			
Can locate specific familiar objects within classroom			
Can square off			
Can utilize a course or route of travel previously mapped out			
Shows expertise in following techniques			
Can use "dropped object" procedure to locate lost item			
Can use hand and forearm technique for detecting obstacles			
Can use lowered arm technique to identify obstacles below the level of fingertips			

	PRE	INTERIM	POST
Can begin to use basic Hoover Cane techniques at age 6	_____	_____	_____

HOME LIVING SKILLS

	DATE:_____ PRE	DATE:_____ INTERIM	DATE:_____ POST
Cooking	_____	_____	_____
Dusting	_____	_____	_____
Washing dishes	_____	_____	_____
Simple laundry	_____	_____	_____
Sweeping	_____	_____	_____
Raking	_____	_____	_____
Answering phone	_____	_____	_____
Kitchen Dangers:			
Stove	_____	_____	_____
Knives	_____	_____	_____
Climbing	_____	_____	_____
Bathroom Dangers:			
Bathtub	_____	_____	_____
Hot water	_____	_____	_____
Medicines	_____	_____	_____
Climbing	_____	_____	_____
Room Care:			
Puts toys away	_____	_____	_____
Puts clothes away	_____	_____	_____
Shows organization skills	_____	_____	_____
Makes bed	_____	_____	_____
Vacuums	_____	_____	_____

	PRE	INTERIM	POST
Pets:			
Shows kindness	_____	_____	_____
Feeds pets daily	_____	_____	_____

SOCIAL SKILLS

	DATE:_____ PRE	DATE:_____ INTERIM	DATE:_____ POST
Nods yes	_____	_____	_____
Nods no	_____	_____	_____
Smiles	_____	_____	_____
Shrugs	_____	_____	_____
Waves hello	_____	_____	_____
Waves good-by	_____	_____	_____
Frowns	_____	_____	_____
Can use hands in gesturing	_____	_____	_____
Looks in direction of voice	_____	_____	_____
Responds to greetings	_____	_____	_____
Responds to questions	_____	_____	_____
Responds to spoken language	_____	_____	_____
Knows family members	_____	_____	_____
Shows interest in and recognition of other people	_____	_____	_____
Uses appropriate attention-getting mechanisms	_____	_____	_____
Generally satisfactory parent-child relationship	_____	_____	_____
Shows strong need for approval	_____	_____	_____

DAILY LIVING SKILLS

	DATE: PRE	DATE: INTERIM	DATE: POST
Signals to use toilet			
Is toilet trained			
Uses simple hygiene measures after toileting			
Can take tub bath with assistance			
Can shower with assistance			
Can brush teeth independently			
Can floss independently			
Cares for nails			
Can clean ears with washcloth			
Can sit in chair			
Can rise from chair properly			
Has acceptable posture when walking			
Looks at person speaking			
Holds head erect			
Has acceptable table manners for his chronological age			
Knows technique of pouring liquid into a cup			
Drinks from a cup			
Has developed at least one purposeful "leisure-time" activity			
Drinks from straw			

NEGATIVE BEHAVIORS

DATE:_____ DATE:_____ DATE:_____

	PRE	INTERIM	POST
Shows separation anxiety	_____	_____	_____
Shows tantrum behavior	_____	_____	_____
Engages in isolate behavior	_____	_____	_____
Shows aggressive behavior	_____	_____	_____
Is overly dependent	_____	_____	_____
Perseverates	_____	_____	_____
Flaps hands	_____	_____	_____
Pokes eyes	_____	_____	_____
Rocks	_____	_____	_____
Jumps	_____	_____	_____
Whirls	_____	_____	_____
Screams	_____	_____	_____
"Tunes out"	_____	_____	_____
Withdraws	_____	_____	_____

MANIPULATIVE SKILLS

	DATE:_____ PRE	DATE:_____ INTERIM	DATE:_____ POST
Bead stringing	_____	_____	_____
Clay modeling	_____	_____	_____
Pipe cleaner manipulation	_____	_____	_____
Block design	_____	_____	_____
Zippers	_____	_____	_____
Shoe-lacing	_____	_____	_____
Mailbox puzzles	_____	_____	_____
APH puzzles	_____	_____	_____
Unbuttoning	_____	_____	_____
Buttoning	_____	_____	_____
Jar lid manipulation	_____	_____	_____

PRE-BRAILLE SKILLS, BRAILLE SKILLS

	DATE:_____ PRE	DATE:_____ INTERIM	DATE:_____ POST
Common object identification	_____	_____	_____
Simple puzzles 2-4 parts	_____	_____	_____
Shape boards	_____	_____	_____
Complex puzzles 8-12 parts	_____	_____	_____
Texture matching	_____	_____	_____
Sandpaper discrimination	_____	_____	_____
Left to right progression	_____	_____	_____
Top to bottom progression	_____	_____	_____
Letter recognition	_____	_____	_____
Whole word contractions	_____	_____	_____
10 word sight vocabulary	_____	_____	_____
20 word sight vocabulary	_____	_____	_____
Dot 5 contractions	_____	_____	_____
Dot 4, 5 contractions	_____	_____	_____
Dot 4,5,6 contractions	_____	_____	_____
Dolch 220 Basic Vocabulary	_____	_____	_____

SIGHTED CHILD

	DATE: PRE	DATE: INTERIM	DATE: POST
Understands and shows empathy for the visually impaired peer			
Sighted Guide			
Walks at normal pace			
Describes any unusual event			
Verbalizes any hazards			
Pauses slightly before ascent or descent			
Travels at right angles			
Avoids attracting undue attention			
Knows he is doing a job, not a favor			
Can identify and match textures			
Verbalizes what is happening to a blind child			
Learns to substitute "yes" and "no" and "good" for head nodding and facial gestures			

APPENDIX C

MAXFIELD-BUCHOLZ SCALE OF SOCIAL MATURITY
FOR USE WITH PRESCHOOL BLIND CHILDREN

Name_____ Birthdate_____

Address_____ Informant_____

_____ Relationship_____

Recorder_____ Record Date_____
For What Agency_____

Visual Information_____

Cause_____

_____

Degree of vision (None or light perception, apparently useful, partially seeing _____

_____

Prognosis (Probable or certain)_____

_____

_____

Other information (Such as relevant birth data, additional handicaps)

_____

_____

Scoring	Year Level	Items Passed	SA Values
	0 - I		
	I - II		
	II - III		
	III - IV		
	IV - V		
	V - VI		

Total SA_____ CA_____ SQ_____

M-B Scale

O-I

1/G Balances head _____

2/G Grasps and holds small object which comes in contact with his hand _____

3/S Responds to a familiar person _____

4/G Attempts to regain lost object _____

5/G Rolls over _____

6/O Bangs, shakes, feels, or otherwise plays with object for a few minutes _____

7/G Reaches for nearby objects _____

8/G Releases object with contact _____

9/O Occupies self unattended with one or more objects for approximately fifteen minutes _____

10/O Shows preferences in choice of play materials _____

11/G Pulls self to standing position assisted by adult _____

12/S Demands personal attention _____

13/O Shows active interest in various sounds _____

14/G Voluntarily releases object in mid-air without touching any surface _____

15/C "Talks," imitates speech patterns _____

16/C Exhibits simple acts upon familiar command _____

17/G Grasps with thumb and finger _____

18/L Moves about on flat surface in one fashion or another _____

19/G Sits unsupported for several minutes _____

20/O Shows active curiosity about objects in environment _____

M-B Scale

I-II

21/D Cooperates in dressing _____

22/C Makes positive response to simple command or request _____

23/E Drinks from cup or glass which is held for him _____

24/E Chews and swallows solid food _____

25/G Lowers self from standing to sitting position without assistance _____

26/G Pulls self to standing position _____

27/L Walks sideways when holding to pen or furniture _____

28/E Drinks from cup or glass, definitely attempting to hold it _____

29/G Responds to music, making general body response to rhythm; may hum or sing _____

30/O Shows definite interest in working movable parts of objects _____

31/L Walks with slight physical support _____

32/C Says two or more words which have definite meaning for him _____

33/G Overcomes simple obstacles in the course of moving about _____

34/S Takes part in parallel play with other children _____

35/L Stands alone _____

36/G Uses intermediary object as implement _____

37/C Indicates needs or desires _____

38/E Drinks from cup or glass, holding it himself _____

39/E Shows definite attempt to feed self with spoon _____

M-B Scale

40/D Pulls off shoes when unfastened and not too tight, and then socks, as an act of undressing _____

_____

II-III

41/L Walks without assistance for short period of time _____

_____

42/O Touches and feels objects of various textures in exploratory fashion _____

43/L Walks about house or yard freely, with only occasional use of objects as guides _____

44/C Uses names of familiar objects _____

45/G Fetches or carries familiar objects from a person in one room to a person in another familiar room on request _____

_____

46/O Shows evidence of planfulness in arranging objects with relation to each other _____

47/S Listens attentively to short, simple stories which have repetition and familiar characters _____

_____

48/O Initiates own play activities by exploring and examining objects

_____

49/G Avoids simple hazards _____

50/E Drinks from cup or glass and replaces it on table unassisted ____

_____

51/C Talks in short sentences _____

52/D Removes coat or simple garment _____

53/D Makes definite effort to pull up or push down unfastened panties as an act of undressing or when going to the toilet _____

54/G Uses basket or other receptable for carrying small objects from one place to another _____

55/L Walks upstairs without physical help _____

M-B Scale

III-IV

56/L Walks upstairs unaccompanied. May hold rail _____

57/E Eats with spoon, without help although with moderate spilling ____

58/G Asks to go to toilet _____

59/O Carries out constructive activity _____

60/D Puts on coat or simple garment _____

61/C Relates experience _____

62/O Helps at little household tasks _____

63/D Dries own hands acceptably _____

64/C Uses pronouns "I," "me," and "you," with some understanding _____

65/L Jumps with both feet from low box or bottom step _____

66/C Uses past tense and plural forms correctly _____

67/L Walks downstairs one step per tread without help, placing alternate feet on successive steps _____

68/D Washes hands unassisted _____

69/S Plays cooperatively at preschool level _____

70/S Enjoys nonsense rhymes and the humorous phase of stories. May create stories with silly language _____

IV-V

71/S Takes active part in dramatic play _____

72/S Separates from parent or other familiar person with little or no fussing _____

M-B Scale

73/G Cares for self at toilet _____

74/E Eats with fork with only moderate spilling _____
_____

75/D Puts on coat or simple garment unassisted _____
_____

76/D Washes face unaided _____

77/S Adjusts readily to group situation involving some conformity to rules _____

78/L Goes about immediate neighborhood freely _____
_____

79/O Uses sled, wagon, skates or tricycle _____

80/O Makes forms with some approximation to that of the intended object
_____

81/C Asks questions about meanings of words, how things work, and what they are for _____

82/S Is spurred on in various activities by competition of other children for approximately the same age and group _____
_____

83/C Tells a long, familiar story _____

84/D Unbuttons front and side buttons if not too small _____
_____

85/O Carries out extended projects, involving physical activity, which continue from one day to the next _____
_____

V-VI

86/G Tells with reasonable accuracy whether it is morning, afternoon, or evening _____

87/D Brushes teeth with only general supervision _____

88/D Dresses self except for tying bowknots _____

89/D Buttons fairly large front and side buttons _____

M-B Scale

90/G Skips, or hops on one foot _____

91/D Hangs up clothes as part of dressing or undressing _____

_____

92/D Brushes and combs hair independently _____

93/E Uses knife for cutting and spreading soft foods _____

_____

94/G Ties simple bowknots which remain tied _____

95/G Usually differentiates between "pretending" and actual fact _____

_____

NOTES

APPENDIX D

LIST OF CHILDREN ENROLLED IN THE PRESCHOOL VISUALLY IMPAIRED PROGRAM FROM SEPTEMBER, 1973 TO JUNE, 1974

CHILDREN	AGES IN MONTHS SEPTEMBER 1973	MEDICAL DIAGNOSIS	MAXFIELD-BUCHOLZ SOCIAL QUOTIENT	DATE ENTERED PROGRAM
1	28 months	LB*	Pre: 133 Post: 137	September 1973
2	48 months	SC*	123 123	September 1973
3	25 months	TB*/SMR*	40 46	October 1973
4	37 months	TB	95 98	September 1973
5	47 months	LB/MR*	80 95	September 1973
6	48 months	SC	110 110	September 1973
7	53 months	SC	110 110	November 1973
8	42 months	PS*/MR	100 103	September 1973
9	75 months	LB/MR	Stanford-Binet IQ 60	November 1973
10**	107 months	TB/SL*	Verbal WISC 80	November 1973
11	41 months	LB	97 112	February 1974
12	17 months	OP*	118 118	

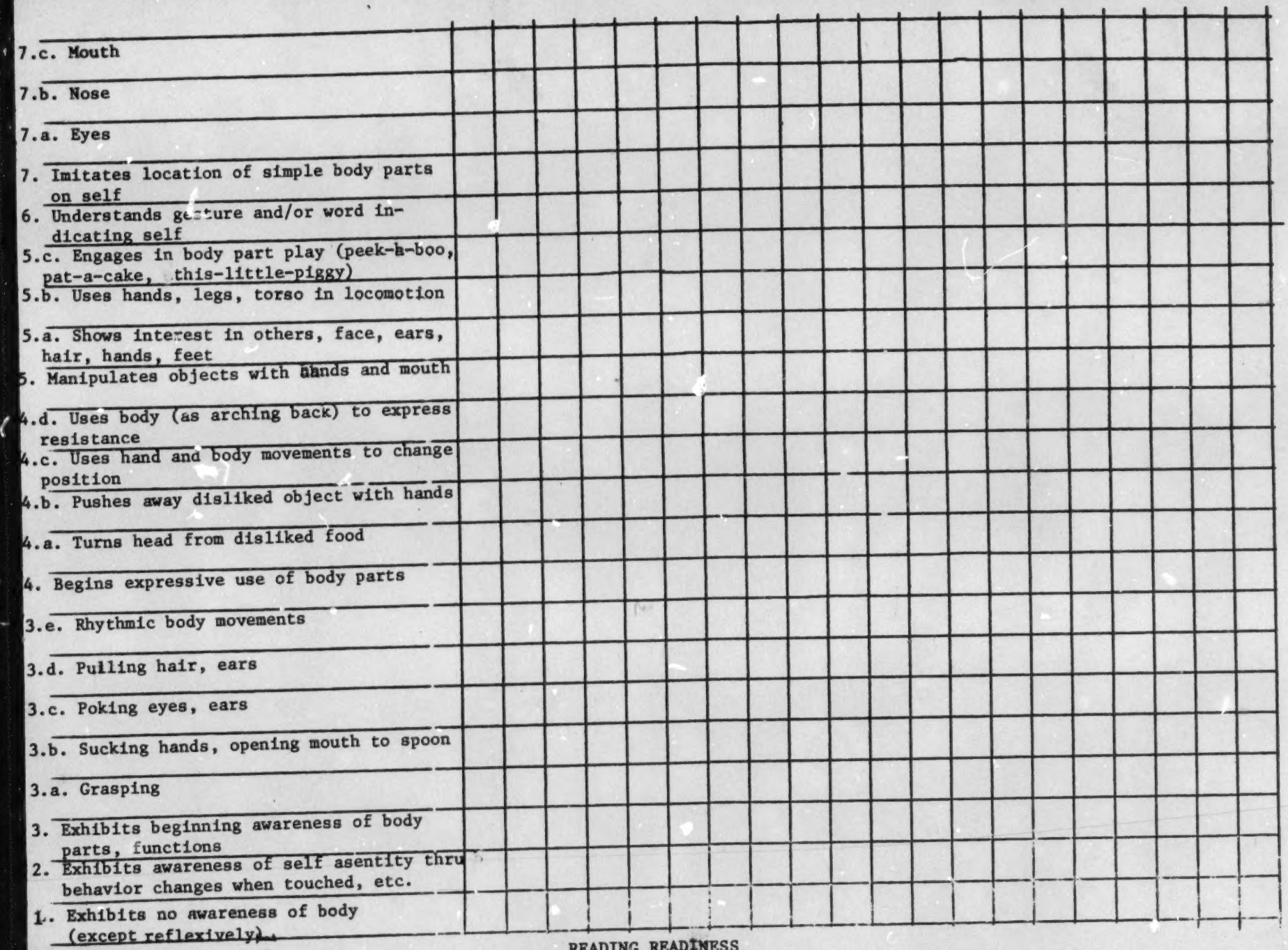
LB Legally Blind
SC Sighted Child
TB Totally Blind
SMR Severely Mentally Retarded
PS Partially Sighted
SL Slow Learner
OP Object Perception
** Preschool experientially; functional retarded

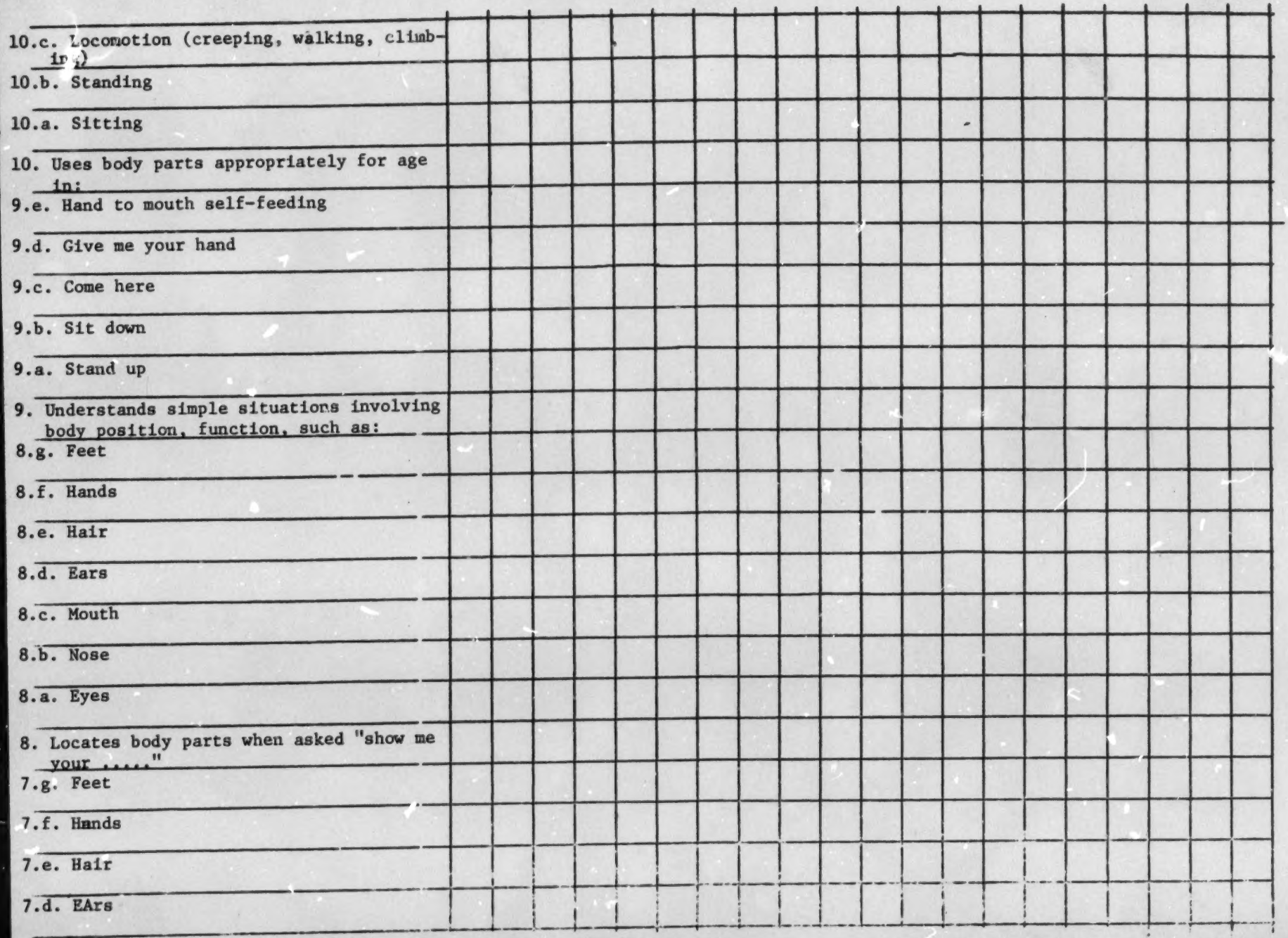
APPENDIX E

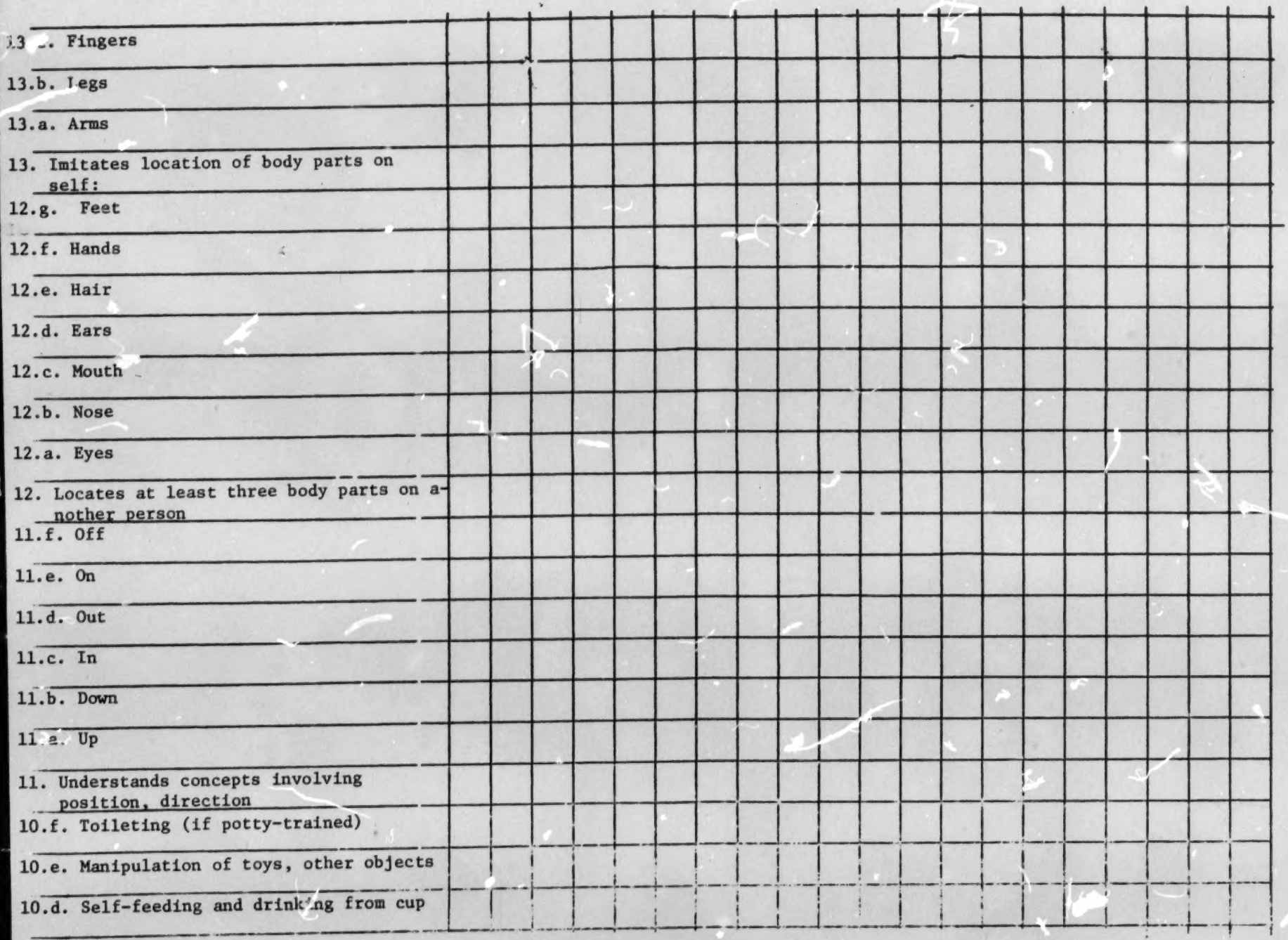
A TASK ANALYSIS OF SKILLS TO TEACH VISUALLY HANDICAPPED YOUNG CHILDREN

Harold H. Gauthe, Superintendent

September, 1975


7.c. Mouth
7.b. Nose
7.a. Eyes
7. Imitates location of simple body parts on self
6. Understands gesture and/or word indicating self
5.c. Engages in body part play (peek-a-boo, pat-a-cake, this-little-piggy)
5.b. Uses hands, legs, torso in locomotion
5.a. Shows interest in others, face, ears, hair, hands, feet
5. Manipulates objects with hands and mouth
4.d. Uses body (as arching back) to express resistance
4.c. Uses hand and body movements to change position
4.b. Pushes away disliked object with hands
4.a. Turns head from disliked food
4. Begins expressive use of body parts
3.e. Rhythmic body movements
3.d. Pulling hair, ears
3.c. Poking eyes, ears
3.b. Sucking hands, opening mouth to spoon
3.a. Grasping
3. Exhibits beginning awareness of body parts, functions
2. Exhibits awareness of self asentity thru behavior changes when touched, etc.
1. Exhibits no awareness of body (except reflexively).
A. Body Parts
READING READINESS


10.c. Locomotion (creeping, walking, climbing)
10.b. Standing
10.a. Sitting
10. Uses body parts appropriately for age in:
9.e. Hand to mouth self-feeding
9.d. Give me your hand
9.c. Come here
9.b. Sit down
9.a. Stand up
9. Understands simple situations involving body position, function, such as:
8.g. Feet
8.f. Hands
8.e. Hair
8.d. Ears
8.c. Mouth
8.b. Nose
8.a. Eyes
8. Locates body parts when asked "show me your ....."
7.g. Feet
7.f. Hands
7.e. Hair
7.d. EArs


13.c. Fingers
13.b. Legs
13.a. Arms
13. Imitates location of body parts on self:
12.g. Feet
12.f. Hands
12.e. Hair
12.d. Ears
12.c. Mouth
12.b. Nose
12.a. Eyes
12. Locates at least three body parts on another person
11.f. Off
11.e. On
11.d. Out
11.c. In
11.b. Down
11.a. Up
11. Understands concepts involving position, direction
10.f. Toileting (if potty-trained)
10.e. Manipulation of toys, other objects
10.d. Self-feeding and drinking from cup

16. Understands simple situations involving poistion, function, such as;

15.i. Stomach (tummy, belly)

15.k. Toes

15.j. Fingers

15.i. Legs

15.h. Arms

15.g. Feet

15.f. Hands

15.e. Hair

15.d. Ears

15.c. Mouth

15.b. Nose

15.a. Eyes

15. Locates and verbally labels at least 3 body parts as touches

14.e. Stomach (tummy, belly)

14.d. Toes

14.c. Fingers

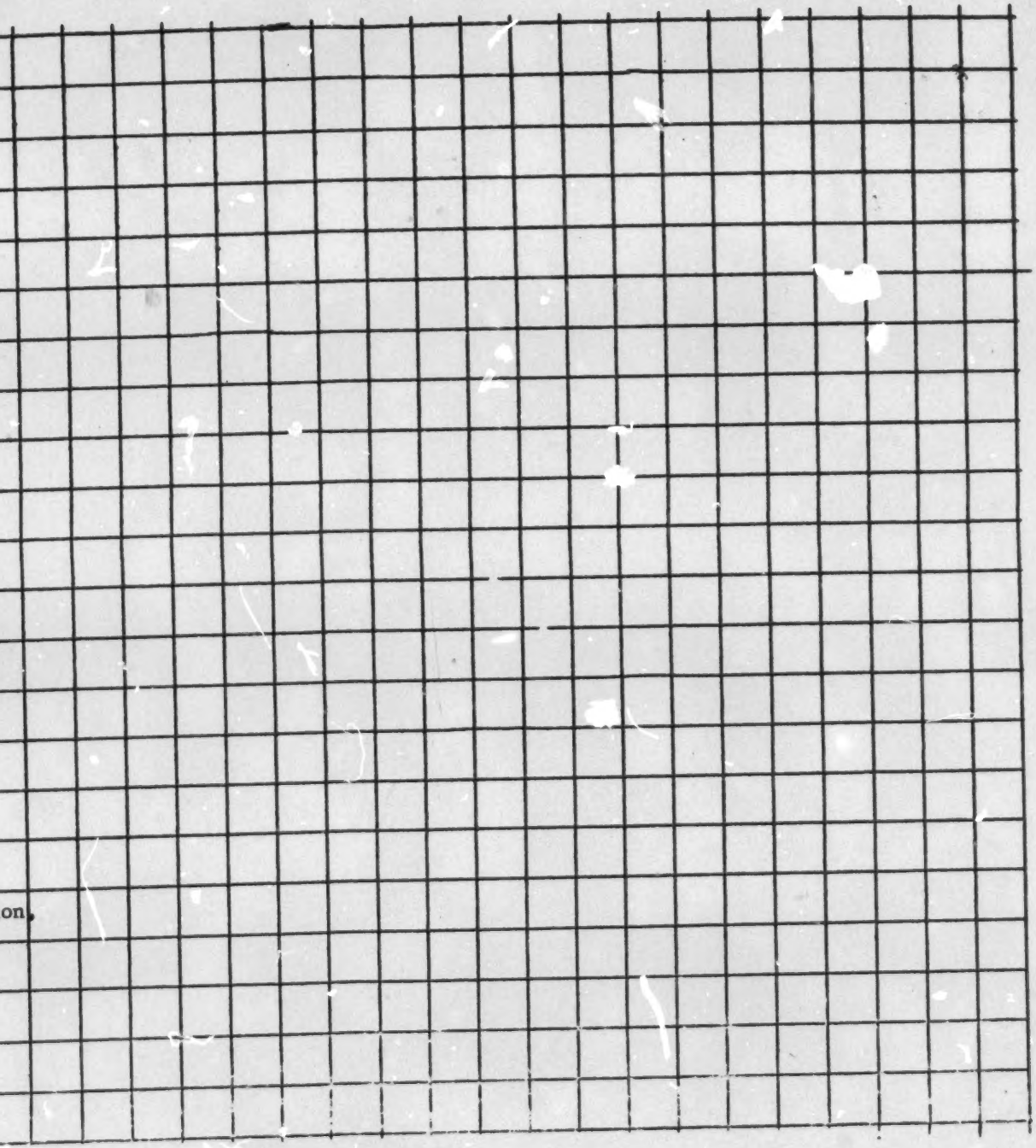
14.b. Legs

14.a. Arms

14. Locates body parts when asked "show me your....."

13.e. Stomach

13.d. Toes



18.i. Legs

18.h. Arms

18.g. Feet

18.f. Hands

18.e. Hair

18.d. Ears

18.c. Mouth

18.b. Nose

18.a. Eyes

18. Locates and verbally labels at least 5 body parts on another person

17.g. Next to

17.f. Over

17.e. Under

17.d. Back

17.c. Front

17.b. Bottom

17.a. Top

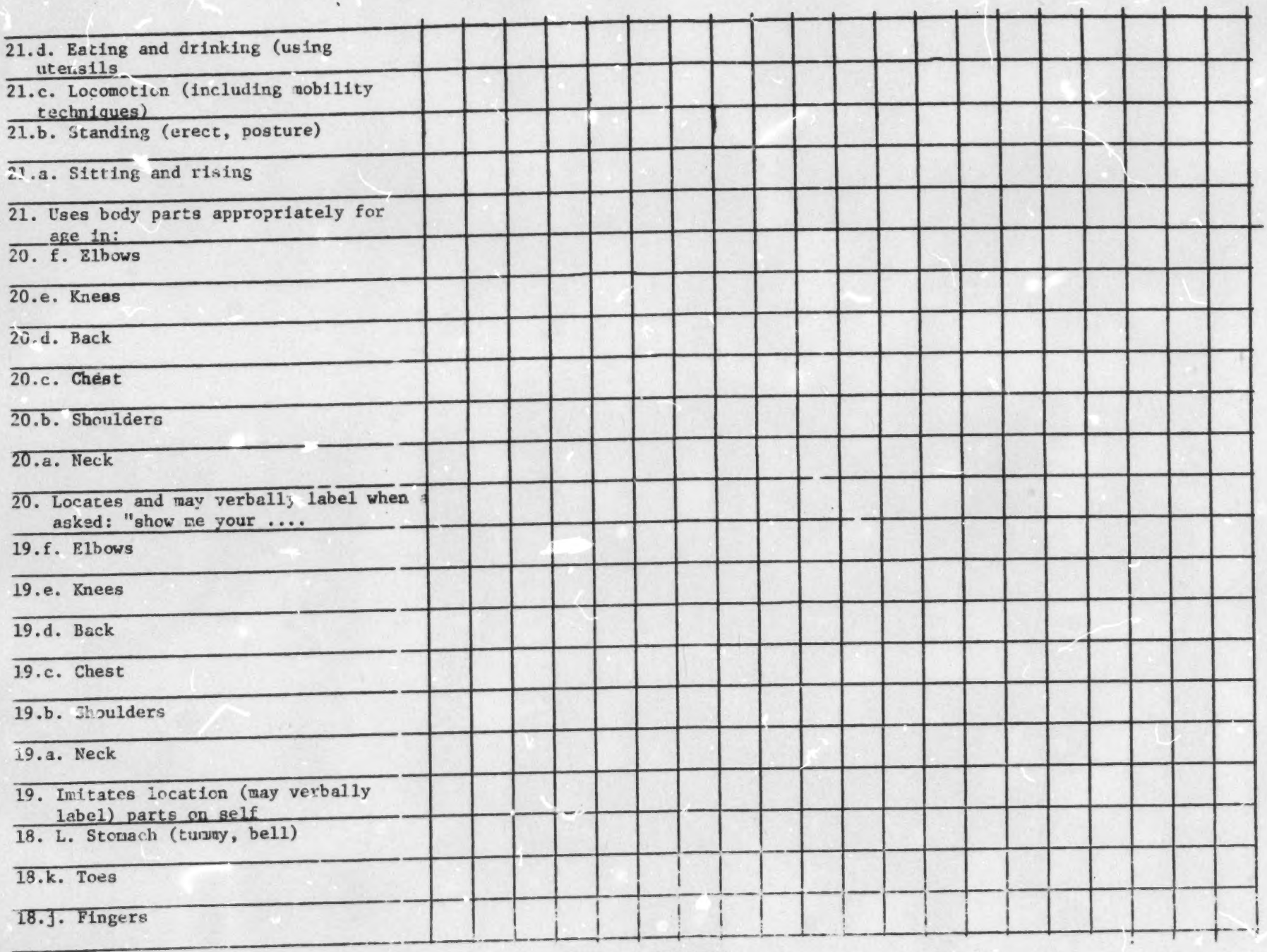
17. Understands concepts involving position, direction:

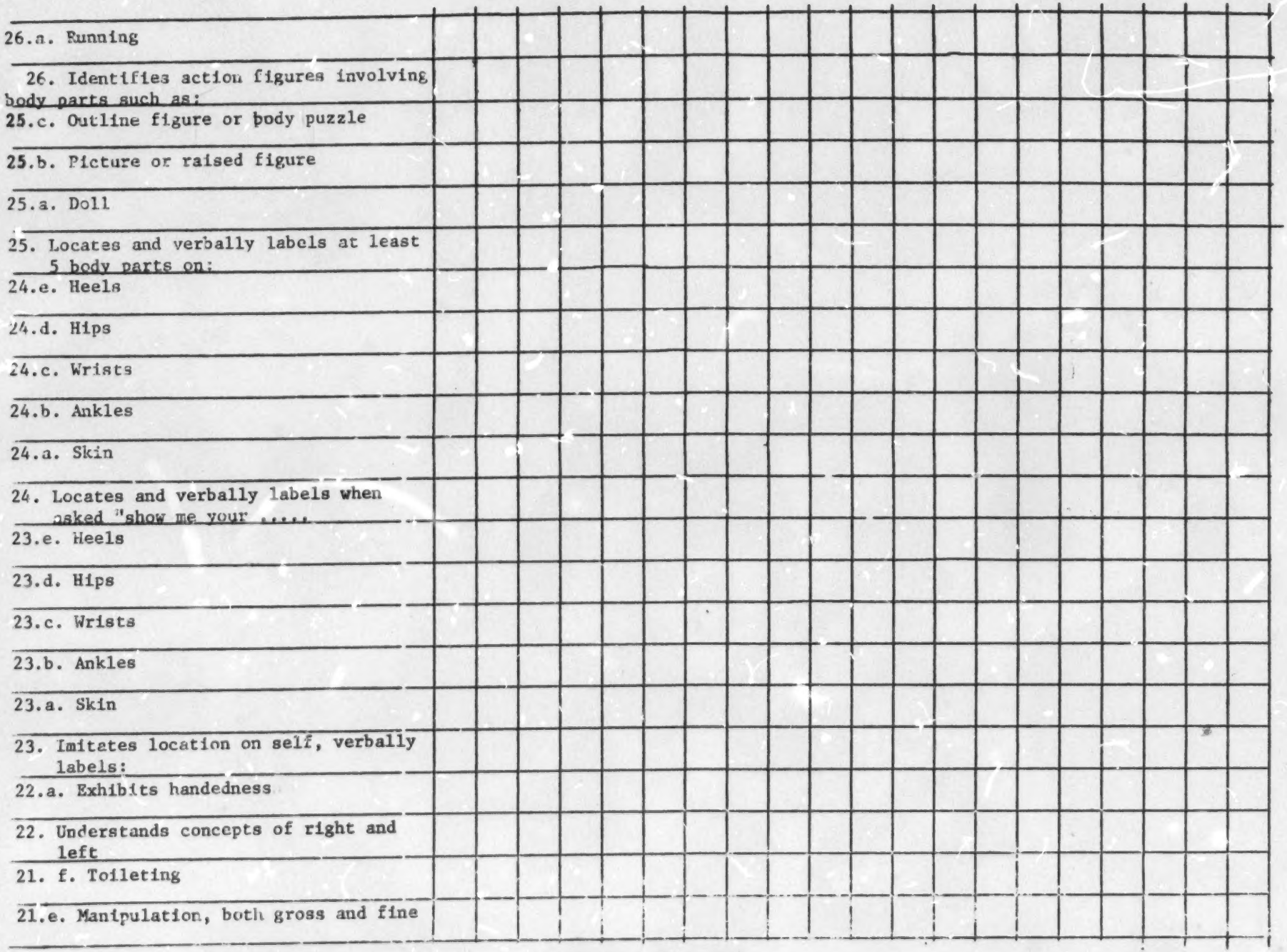
16.d. Over there

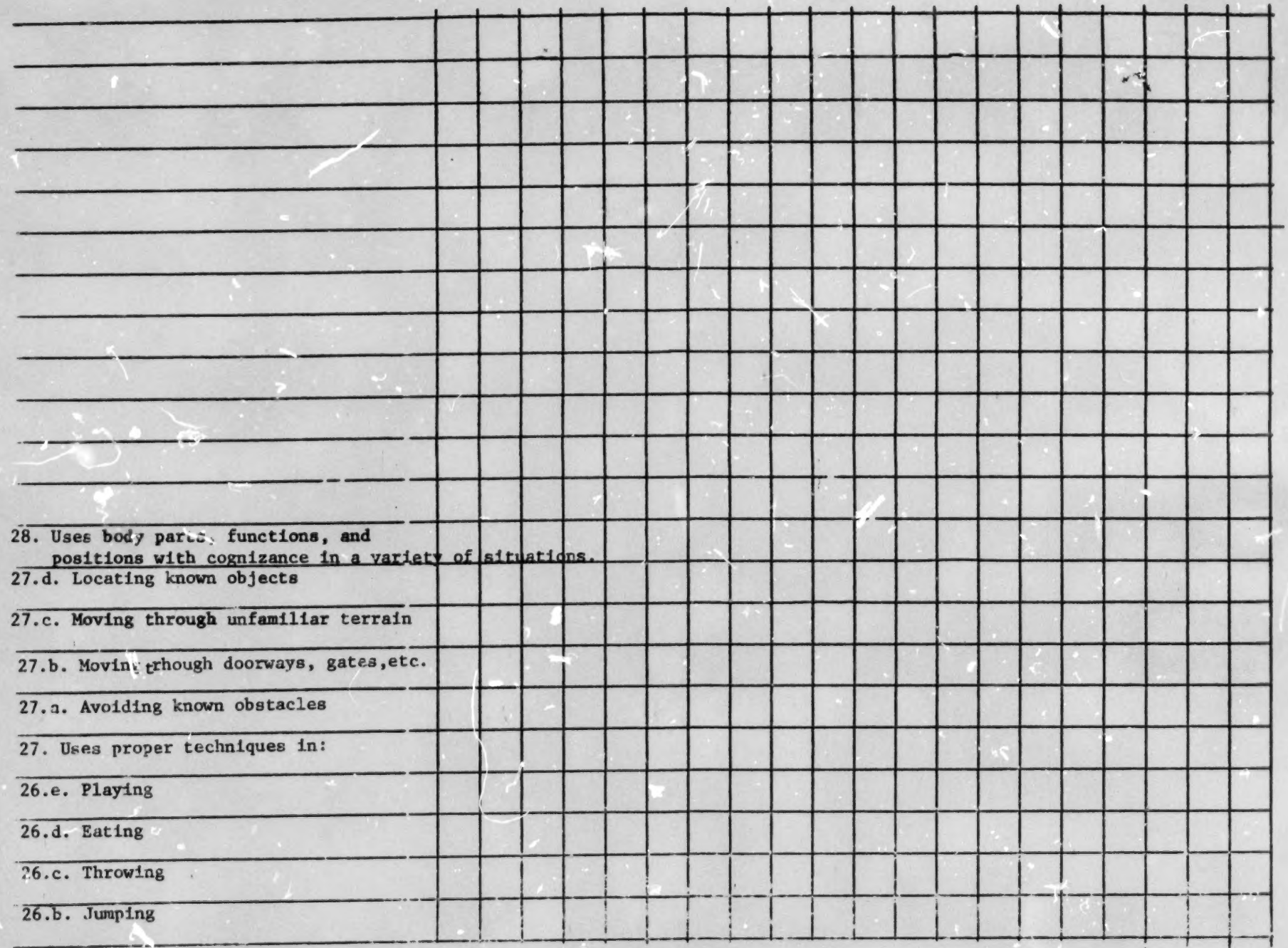
16.c. Eat

16.b. Listen

16.a. Look


21.d. Eating and drinking (using utensils
21.c. Locomotion (including mobility techniques)
21.b. Standing (erect, posture)
21.a. Sitting and rising
21. Uses body parts appropriately for age in:
20. f. Elbows
20.e. Knees
20.d. Back
20.c. Chest
20.b. Shoulders
20.a. Neck
20. Locates and may verbally label when asked: "show me your ....
19.f. Elbows
19.e. Knees
19.d. Back
19.c. Chest
19.b. Shoulders
19.a. Neck
19. Imitates location (may verbally label) parts on self
18. L. Stomach (tummy, bell)
18.k. Toes
18.j. Fingers


26.a. Running
26. Identifies action figures involving body parts such as:
25.c. Outline figure or body puzzle
25.b. Picture or raised figure
25.a. Doll
25. Locates and verbally labels at least 5 body parts on:
24.e. Heels
24.d. Hips
24.c. Wrists
24.b. Ankles
24.a. Skin
24. Locates and verbally labels when asked "show me your ....."
23.e. Heels
23.d. Hips
23.c. Wrists
23.b. Ankles
23.a. Skin
23. Imitates location on self, verbally labels:
22.a. Exhibits handedness
22. Understands concepts of right and left
21. f. Toileting
21.e. Manipulation, both gross and fine



28. Uses body parts, functions, and positions with cognizance in a variety of situations.

27.d. Locating known objects

27.c. Moving through unfamiliar terrain

27.b. Moving through doorways, gates, etc.

27.a. Avoiding known obstacles

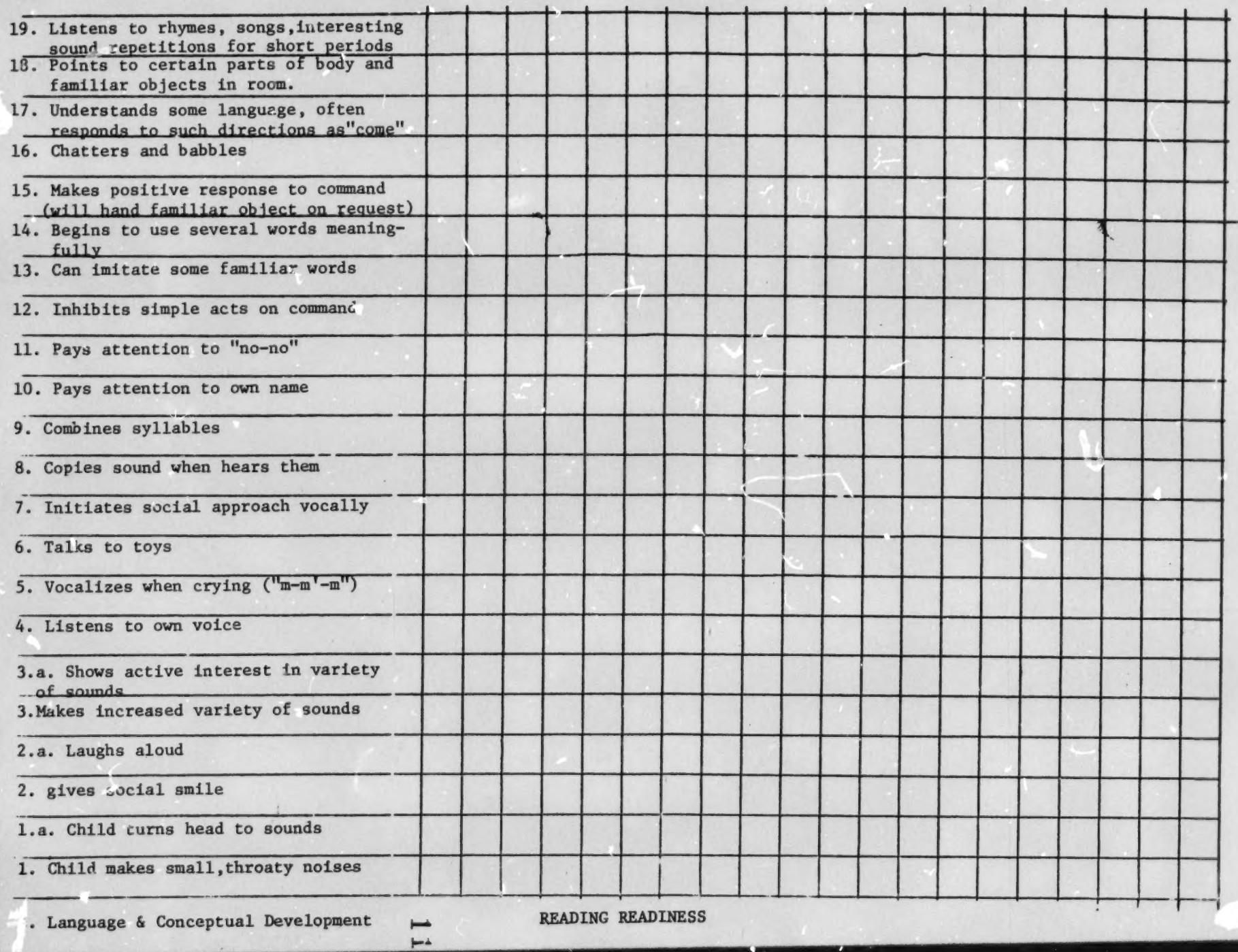
27. Uses proper techniques in:

26.e. Playing

26.d. Eating

26.c. Throwing

26.b. Jumping


19. Listens to rhymes, songs, interesting sound repetitions for short periods
18. Points to certain parts of body and familiar objects in room.
17. Understands some language, often responds to such directions as "come"
16. Chatters and babbles
15. Makes positive response to command (will hand familiar object on request)
14. Begins to use several words meaningfully
13. Can imitate some familiar words
12. Inhibits simple acts on command
11. Pays attention to "no-no"
10. Pays attention to own name
9. Combines syllables
8. Copies sound when hears them
7. Initiates social approach vocally
6. Talks to toys
5. Vocalizes when crying ("m-m'-m")
4. Listens to own voice
3.a. Shows active interest in variety of sounds
3. Makes increased variety of sounds
2.a. Laughs aloud
2. gives social smile
1.a. Child turns head to sounds
1. Child makes small, throaty noises
. Language & Conceptual Development
READING READINESS

37. Listens, and can be reasoned with verbally.

36. Uses language easily to tell story or to relate an idea,felling,desire

35. Gives action in picture books

34. Objects two prepositional commands

33. Refers to self as "I", can give/identify sex and knows own name

32.d. Uses personal pronouns

32.c. Uses prepositions

32.b. Uses past tense

32.a. Uses plurals

32. Talks in short sentences.

31. Uses names of familiar objects

30. Listens to simple stories (especially likes those familiar)

29. Asks names of things

28. Converses with dolls and self (perhaps much jargon still)

27. Understands simple directions and requests.

26. Uses two and three word sentences, to express an idea

25. Has increasing vocabulary, begins to use pronouns ("me", "mine")

24. Uses less nonverbal jargon

23. Indicates needs or desires

22. Carries out two directions

21. Names ball

20. Begins to look selectively at picture books.

READING READINESS

59. Can recognize pennies, nickels, dimes

58. Understands seasons of year and basic time intervals

57. Can use telephone

56. Apt to use slang.

55. Is aware of mistakes in others' speech

54. Uses connecting words such as "and" to make longer sentences.

53. Interested in numbers

52. Likes to be read to, likes to look at books.

51. Understands some abstract words

50. Can count as many as four items

49. Tells a long familiar story.

48. Carries out three directions.

47. Knows four colors

46. Asks questions about meanings

45. Increases vocabulary though words may be misused

44. Calls names, brags

43. Often mixes fact and fantasy

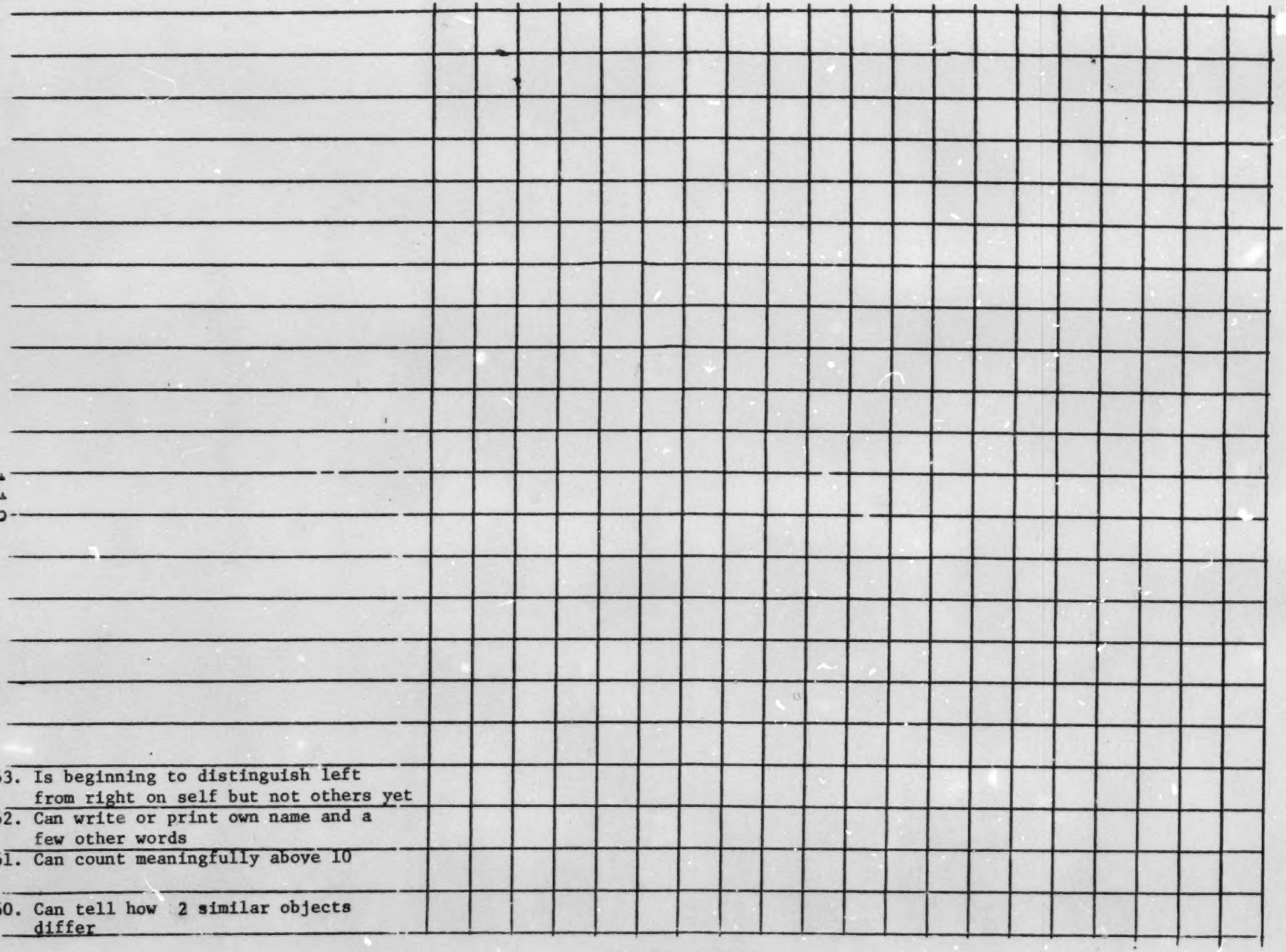
42. Speaks of imaginary conditions

41. Asks endless questions

40. Obeys five prepositional commands

39. Names one or more colors correctly

38. Is capable of speech understandable by family and by those outside



63. Is beginning to distinguish left from right on self but not others yet
62. Can write or print own name and a few other words
61. Can count meaningfully above 10
60. Can tell how 2 similar objects differ

READING READINESS

12. Grasps crayon in fist, marks on paper

11.b. Fits a few pieces into mailbox or similar puzzles

11.a. Builds small stacks of blocks

11. Turns book pages several at a time

10.b. Opens and closes simple containers doors, drawers

10.a. Beats pot, drum, box with stick

10. Places, rather than drops objects

9.b. Pounds box, drum, pot with hands

9.a. Fills container, then dumps

9. Attempts stacking

8.b. Can use fingers individually

8.a. Bangs two objects together at midline

8. Grasps small objects between thumb and one finger

7. Crosses midline in play

6. Consciously releases objects

5. Uses opposable grip with thumb and fingers

4. Plays with hands at midline, does not cross

3.a. Holds object while sucking

3. Reaches for and grasps object

2.a. Brings grasped object to mouth

2. Grasps nearby objects, release is unconscious

1. Exhibits grasp reflex, no voluntary grasping

C. Manipulative Skills

18. Snaps large snaps	
17.d. Turns book pages one at a time	
17.c. Laces large eyelets	
17.b. Forms clay into shapes meaningful to self	
17.a. Holds crayon acceptably to draw	
17. Holds scissors with help	
16.b. Fits two or three puzzle pieces into place	
16.a. Unbuttons large buttons (sweater, coat size)	
16. Builds simple block designs (4 blocks)	
15.c. Turns low door know	
15.b. Zips, unzips, non-separating zipper	
15.a. Laces large eyelets with help	
15. Holds crayon with fingers, thumb opposed to draw	
14.d. Turns knobs	
14.c. Dials on toy telephone	
14.b. Cranks or turns handle on toy	
14.a. Screwing, unscrewing jar lids	
14. Holds object in one hand, manipulates with other	
13.a. Fits all pieces into mailbox or similar puzzles	
13. Strings large beads using both hands	
12.b. Rolls, squeezes, flattens, pulls clay	
12.a. Strings large beads on cord with help	

21.d. Dexterity activities (puzzles, blocks, cranks, dials, beads, pages)	
21.c. Art objects (scissors, crayons, clay, pipe cleaners)	
21.b. Fasteners (laces, buttons, buckles, zippers, snaps)	
21.a. Containers (box lids, drawers, door, jars, handles)	
21. Manipulates appropriately:	
20.b. Forms simple pipe cleaner design	
20.a. Laces own shoes	
20. Buttons front buttons (shirt size)	
19.d. Twists pipe cleaners together in some fashion	
19.c. Fastens buckls	
19.b. Handles scissors easily, follows simple lines	
19.a. Builds complex block designs (more than 5)	
19. Fits 4 or 5 puzzle pieces into place	
18.c. Buttons large buttons (coat, sweater size)	
18.b. Unbuttons front buttons (shirt size)	
18.a. Holds scissors, cuts short distance	

To discriminate and recognize geometric shapes in outline form	
5.f. Practices recognition of forms by name--in form boards and puzzles	
5.e. Puts form together following picture designs	
5.d. Inverts and turn forms at various angles for spatial orientation	
5.c. Recognizes forms by names	
5.b. Matches puzzle forms with actual forms, notes likensses & differences	
5.a. Traces around each with finger as child looks at it	
5. Puts together form puzzles pieces, points out corners,points, curves	
To recognize two dimensional forms in black and in colors	
4.c. Relates color names and materials with familiar things such as grass,sky	
4.b. Plays color games with color rods and/or Cuisenaire rods	
4.a. Knows concept of lighter and darker	
4. Knows color names	
3.a. Uses descriptive words such as larger, taller, when placing in order	
3. Places blocks or pegs in order according to increasing & decreasing sizes	
2.b. Repeats the below using different lengths	
2.a. Repeats the below using different heights	
2. Repeats the below using different sizes.	
1.b. Matches identical objects from collection of similar forms	
1.a. Matches forms in which two are alike, one is different	
1. Matches large concrete forms which are the same	
To recognize likenesses and differences	

10.a. Relates to like objects from among different & similar outlines & pictures

10. Notes likenesses & differences between object contours and shapes

To discriminate and recognize object outlines, familiar toys, food, clothing, etc.

9.d. Repeats all activities with only outline shapes of objects

9.c. Repeats with solid colored pictures of similar objects

9.b. Notes likenesses & differences in object forms by naming points, corners

9.a. Relates to similar geometric forms.

9. Examines black forms of known objects such as toys, fruit, animals, etc.

To relate geometric forms and shapes to similar object forms and shapes

8.b. Draws shapes in free hand fashion without cues.

8.a. Draws shapes in free hand fashion following dotted lines

8. Constructs shapes with use of cardboard, clay, straws, etc.

7.c. Puts them together to form the whole

7.b. Removes whole forms and shapes

7.a. Puts these together.

7. Manipulates forms or shapes, then puzzle parts of same form or shape

To develop visual images for forms and shapes by assembling & integrating

6.d. Looks to find different cues: shapes, contours, points, curves, corners, etc.

6.c. Matches outline shapes with related, similar, and identical geometric forms

6.b. Matches outline of geometric shapes in six basic colors

6.a. Repeats discrimination activities in likenesses and differences

6. Examines present concrete outline form and outlines to be tactually explored

14.a. Matches same

14. Recognizes abstract outlines and pictures with detail for noting differences

13. Recognizes abstract outlines and pictures with detail for noting differences

To continue discrimination of finer details in abstract outlines and pictures

12.f. Knows cues for "looking for specific details."

12.e. Progresses from large to small in size.

12.d. Example: sitting, standing, lying, front view, side view, etc.

12.c. Groups different picutres in same spatial position

12.b. Groups like and similar pictures all in different spatial positions.

12.a. Discuss likenesses and differences

12. Manipulates pictures of faces, stick figures, various objects

To make finer discrimination from outline with inner details & in various spatial positions

11.c. Plays "what's missing game"

11.b. Groups pictures according to like shapes among all class categories

11.a. Names objects, discussing their use, noting the likenesses & differences

11. Groups object pictures according to class-all toys together, etc.

To discriminate and recognize and sort pictures of single objects according to use and class categories-to note missing gross details of objects

10.e. Begins with large outlines and pictures and diminishes to smaller ones

10.d. Matches object outlines and pictures with concrete objects

10.c. Knows use of objects

10.b. Practices naming objects

17.b. From selected pictures, picks out shadows of objects,buildings, persons

17.a. Finds a figure part hidden within another larger figure

17. Finds parts of figures and objects and talks about "what's missing".

To note and visually discriminate hidden parts, shadows, etc. in pictures and in abstract complex figures

16.d. Arranges action cards in sequence to match stimulus word or sentence

16.c. Works picture puzzles of complex scenes

16.b. Makes up story about each

16.a.Identifies all things or persons, or actions within pictures

16.Looks for distinctive elements-child points out detail on request

To note discrete elements with pictures depecting scenery,family activities,etc.

15.f. Tells a short story about the pictures

15.e. Uses colored comics such as Peanuts which have little if any printed dialogue

15.d. Can tell background from foreground.

15.c. Notes specific details which indicate difference in action protrayed

15.b. Can tell about events as they occur

15.a. Places pictures in sequence so that he can tell a story about the events

15. Describes the action he sees in picture cards

To develop the ability to note action in pictures and to relate the story in sequence of events.

14.c. Puts together puzzles of single objects and pictures

14.b. Plays games with matching cards of abstract symbols and pictures.

20.e.Discriminates sizes and styles of type of various words and phrases.

20.d.Discriminates between similar phrases and word groups

20.c.Practices matching phrases of similar and like words

20.b. Builds simple sentences to illustrate pictures using word & phrase cards

20.a. Matches to appropriate pictures

20. Uses word cards to put together phrases denoting action

To discriminate and recognize visually word phrases and sequence of words as related to pictures

19.g. Finds like sequence of letters within longer words

19.f. Matches and discriminates like or similar letters

19.e.Chooses words similar in configuration,length,containing like letters

19.d.Notes likenesses and differences, matching, etc.

19.c.Recognizes words of known objects or actions unlike in configuration

19.b. Recognizes like alphabet letters for discrimination(C,H,O,b,d,g,q,etc.)

19.a. Relates to geometric forms of lines, curves, etc.

19. Recognizes unlike alphabet letters (a,l.h,) B,H,M, etc.)

To develop discrimination and recognition of individual letters and word symbols

18.c.Makes own book of pictures with reading material

18.b. Draws symbols and cuts action and object words for association w/pictures

18.a. Relates words and/or letters to pictures

18.Recognizes objects and actions accompanied by appropriate letter/word

To associate letter and word symbols with object pictures & action pictures

RESIDUAL VISION

23. Visually or tactually reads when able to make discriminations.

22.b. Above, below, center

22.a. Top to bottom progression

22. Knowledge of left to right progression

21.e. Recognizes like letters and word sequences

21.d. Discriminates between similar words and sentences.

21.c. Focuses on words, phrases, and sentences for reading

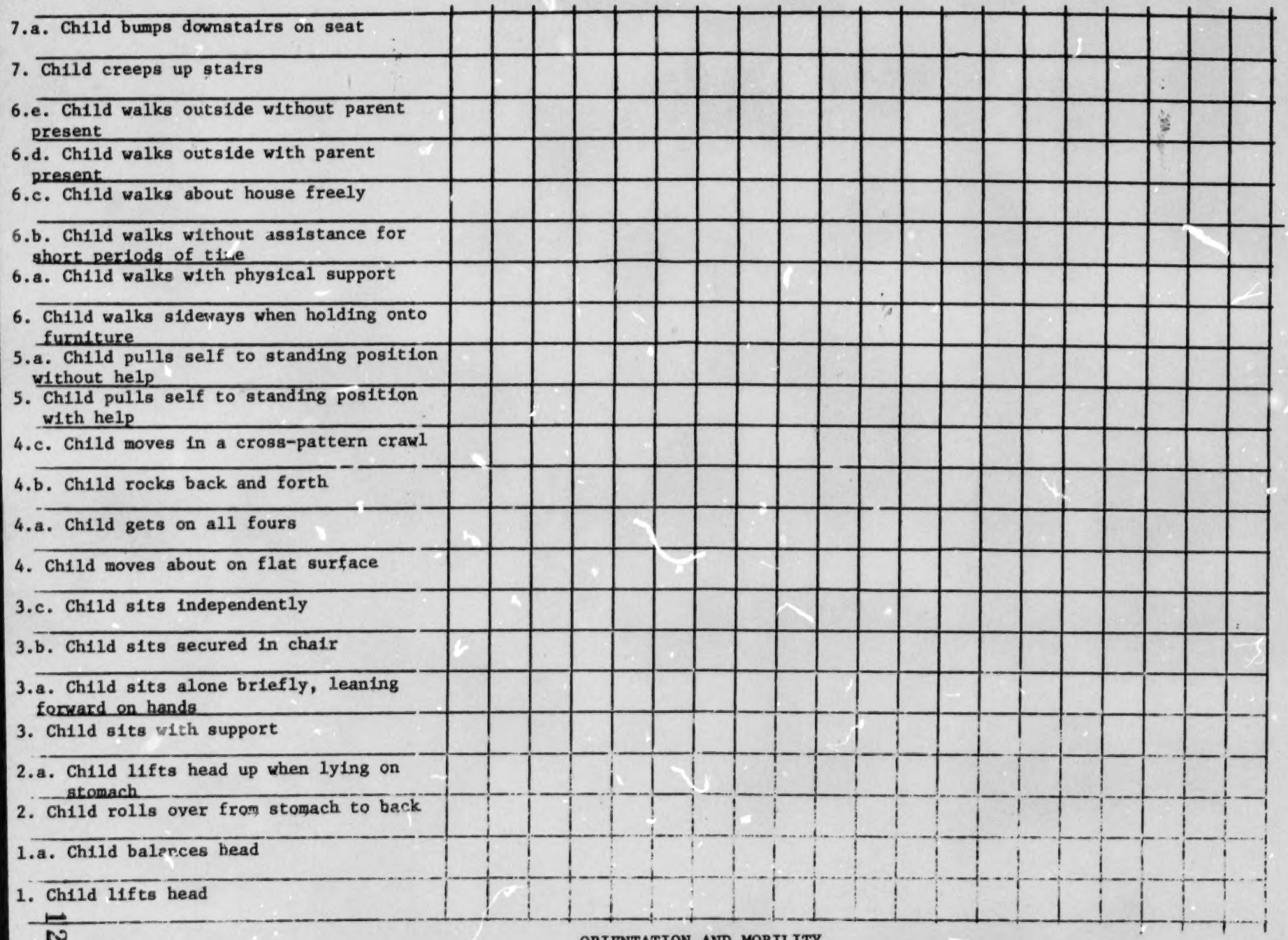
21.b. With easy reading material discusses pictures and actions presented

21.a. Does this in various sizes and styles of printing and cursive writing

21. Plays games and practices with a variety of reading readiness materials

To foster and encourage visual reading of simple materials in games, verse, stories

RESIDUAL VISION


7.a. Child bumps downstairs on seat
7. Child creeps up stairs
6.e. Child walks outside without parent present
6.d. Child walks outside with parent present
6.c. Child walks about house freely
6.b. Child walks without assistance for short periods of time
6.a. Child walks with physical support
6. Child walks sideways when holding onto furniture
5.a. Child pulls self to standing position without help
5. Child pulls self to standing position with help
4.c. Child moves in a cross-pattern crawl
4.b. Child rocks back and forth
4.a. Child gets on all fours
4. Child moves about on flat surface
3.c. Child sits independently
3.b. Child sits secured in chair
3.a. Child sits alone briefly, leaning forward on hands
3. Child sits with support
2.a. Child lifts head up when lying on stomach
2. Child rolls over from stomach to back
1.a. Child balances head
1. Child lifts head

15.a. Recognizes familiar sounds on routine travel

15. Recognizes familiar odors on routine travel

14.d. Travels in parallel line

14.c. Uses hand to maintain contact and detect information

14.b. Contacts trailed surface with outside of little finger

14.a. Extends arm forward at hip level

14. Child stands comfortable distance from trailed surface

13.d. Child skips using alternate feet

13.c. Child hops

13.b. Child skips on one foot only

13.a. Child jumps on one foot

13. Child jumps in place alone

12. Child runs

11. Child swings, slides, climbs, uses playground equipment

10. Child begins to ride tricycle

9. Child rides wheeled toys, pushing with feet

8. Child pulls, pushes, toys

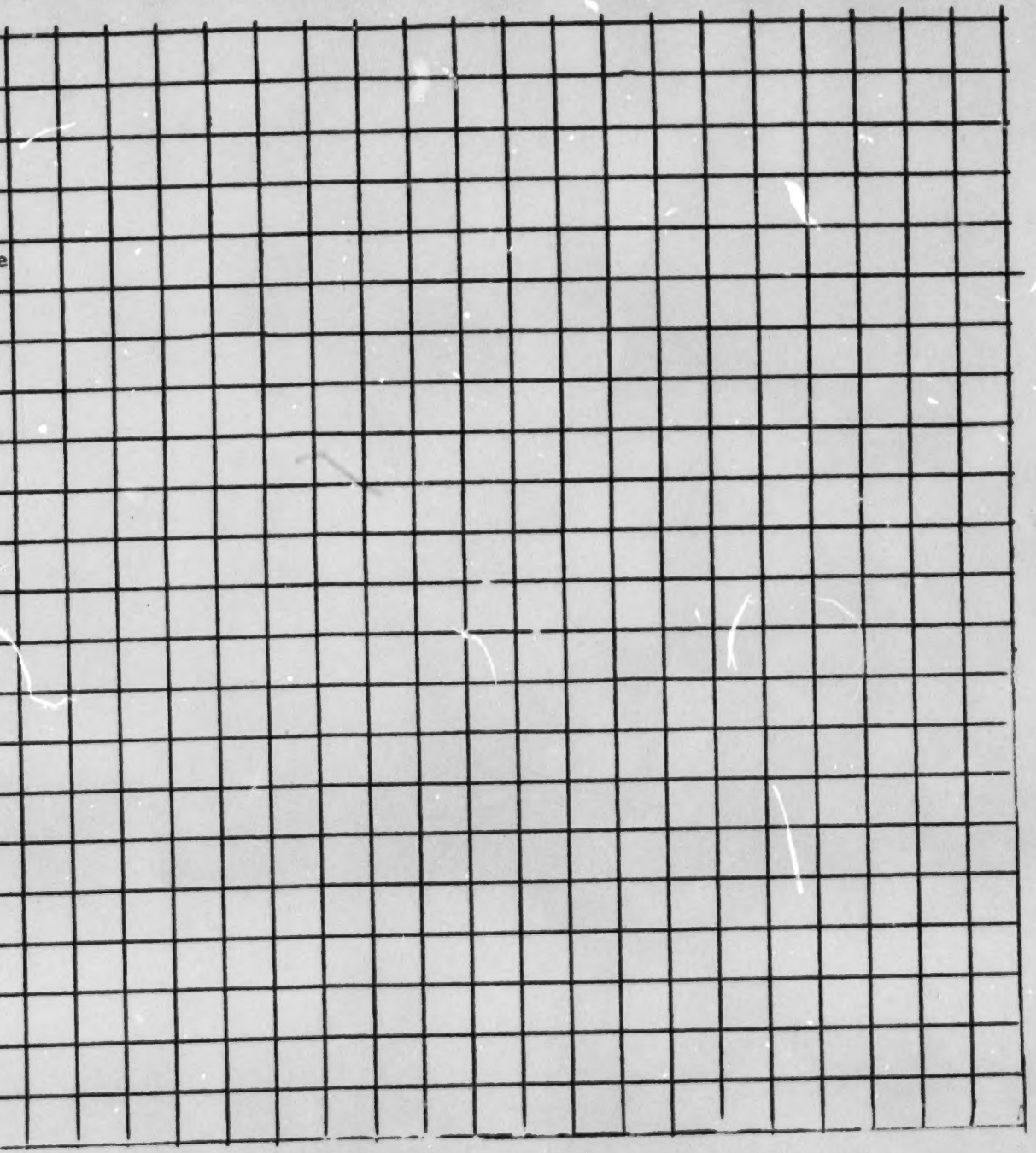
7.f. Child goes up and down stairs appropriately - may hold rail

7.e. Child walks down stairs without help

7.d. Child walks down stairs with help

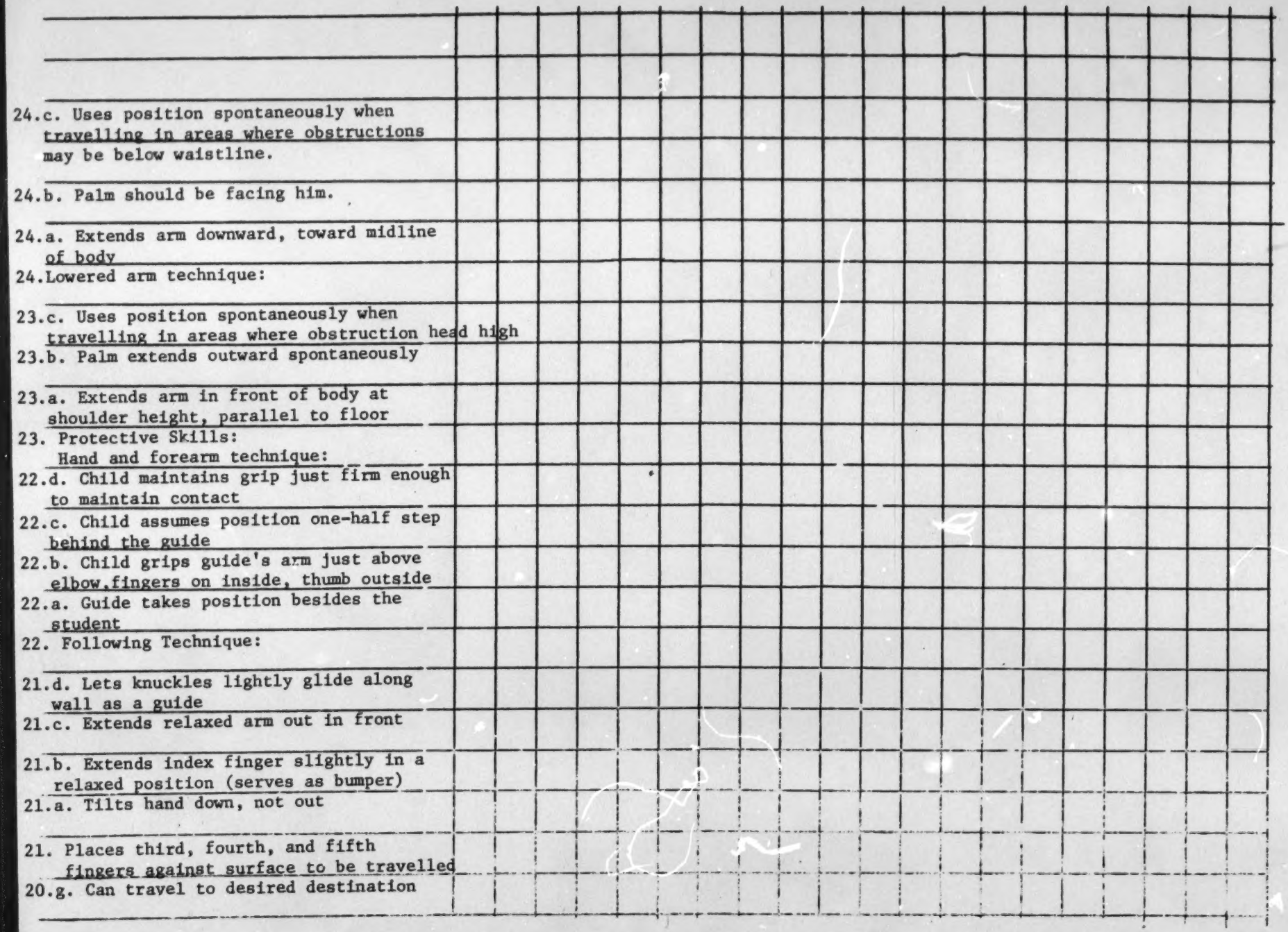
7.c. Child walks up stairs without help

7.b. Child walks up stairs with help



20.f. Can accurately repeat direction in a simulated practice.	
20.e. Can accurately determine time and/or distance to destination	
20.d. Verbalizes any tactual or auditory clues to look for	
20.c. Knows landmarks in area to be travelled	
20.b. Knows and uses protective skills	
20.a. Able to verbalize	
20. Able to used mapped out course by:	
19.c. Travels in a direct line to desired objective	
19.b. Determines distance to be walked	
19.a. Aligns self in perpendecular or parallel position	
19. Places hands or hands and heels against wall	
18.a. Uses temporary clues (ex.telephone ringing to identify location of self	
18. Uses permanent landmarks to identify location of self on routine travel	
17. Child distinguishes figure-ground noise as an aid to travel (bell, etc.)	
16.d. Uses familiar tactual clues as a point of reference	
16.c. Uses familiar temperatures as a point of reference	
16.b. Uses familiar odors as a point of reference	
16.a. Uses familiar sounds as a point of reference	
16. Uses familiar objects as a point of reference	
15.d. Follows moving objects (like foot-steps)	
15.c. Receptively responds to non-verbal environmental sounds	
15.b. Identifies sound source	

ORIENTATION AND MOBILITY



24.c. Uses position spontaneously when travelling in areas where obstructions may be below waistline.

24.b. Palm should be facing him.

24.a. Extends arm downward, toward midline of body

24.Lowered arm technique:

23.c. Uses position spontaneously when travelling in areas where obstruction head high

23.b. Palm extends outward spontaneously

23.a. Extends arm in front of body at shoulder height, parallel to floor

23. Protective Skills:
Hand and forearm technique:

22.d. Child maintains grip just firm enough to maintain contact

22.c. Child assumes position one-half step behind the guide

22.b. Child grips guide's arm just above elbow,fingers on inside, thumb outside

22.a. Guide takes position besides the student

22. Following Technique:

21.d. Lets knuckles lightly glide along wall as a guide

21.c. Extends relaxed arm out in front

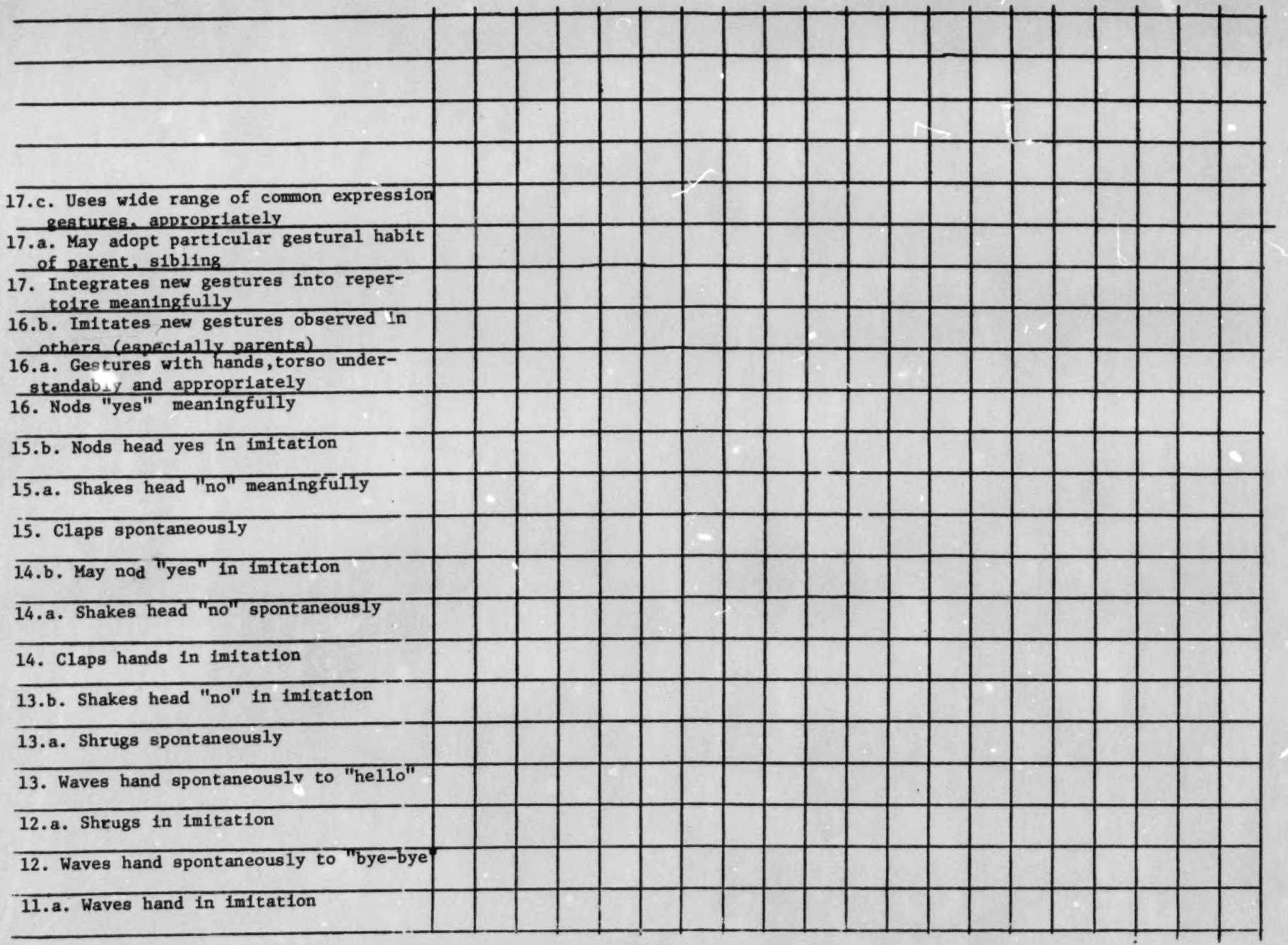
21.b. Extends index finger slightly in a relaxed position (serves as bumper)

21.a. Tilts hand down, not out

21. Places third, fourth, and fifth fingers against surface to be travelled

20.g. Can travel to desired destination

11. Uses hands expressively in crude fashion (pulling, pounding)	
10. Reacts to changes in speaker's voice, mirrors some	
9.b. Waves hand with physical prompting	
9.a. Turns, tilts head meaningfully ("shy","coy," in refusal/rejection	
9. Plays pat-a-cake in imitation	
8.a. Touches speakers face while being held.	
8. Plays pat-a-cake with physical prompting.	
7.b. Uses hands to express refusal (pushing object away flailing)	
7.a. Observes/aware of speakers face while being held	
7. Smiles & frowns meaningfully in variety of situations	
6.b. Frowns in concentration	
6.a. Strains body to be liefted, in resistance	
6Flails arms on approach of parents, in anger kicks feet	
5. Smiles in response to familiar voice/face.	
4.b. Uses hands, torso purposefully (reaching, arching back, etc.)	
4.a. Makes eye contact/turns eyes squarely toward speakers' face	
4. Turns head & eyes steadily in direction of voice	
3.a. Some purposeful movement of hands, torso (grasping, changing position)	
3. Turns head and eyes in direction of voice	
2.a. No purposeful movement of hands and torso	
2. Turns eyes, attempts to turn head in direction of voice.	
1. Has no meaningful gestures or expressions	


17.c. Uses wide range of common expression gestures, appropriately
17.a. May adopt particular gestural habit of parent, sibling
17. Integrates new gestures into repertoire meaningfully
16.b. Imitates new gestures observed in others (especially parents)
16.a. Gestures with hands, torso understandably and appropriately
16. Nods "yes" meaningfully
15.b. Nods head yes in imitation
15.a. Shakes head "no" meaningfully
15. Claps spontaneously
14.b. May nod "yes" in imitation
14.a. Shakes head "no" spontaneously
14. Claps hands in imitation
13.b. Shakes head "no" in imitation
13.a. Shrugs spontaneously
13. Waves hand spontaneouslv to "hello"
12.a. Shrugs in imitation
12. Waves hand spontaneously to "bye-bye"
11.a. Waves hand in imitation

13.b. names other family members w/o prompting	
13. a. May name other family members with prompting	
13. Verbally labels parents	
12. Demands attention by persistent verbalization, pulling	
11. Shows affection for other family members by hugging, kissing, smiling	
10. Shows affection for parents by hugging, smiling, may kiss them	
9.a. Mirrors speaking tones (loud, questioning, etc.)	
9. Responds to greetings by turning toward speakers, smiling	
8.a. Shows preferences among people other than parents	
8. Exhibits awareness of and interest in other people	
7.a. May mirror tones	
7. Responds to different tones of voice (angry, playful, whispering)	
6. Demands attention crudely (whining, pulling)	
5.b. Leaves other family members for parent	
5. Exhibits awareness of strangers by clinging to parent, crying	
4.a. Shows little differentiation between family and strangers	
4. Responds to other family members by smiling	
3. Responds to parents' voice by smiling, quieting	
2.a. Demands attention by crying	
2. Exhibits awareness of voices by looking in direction of speaker	
1.a. Crying is undifferentiated	
1. No response to voice	

B. Response to Social Contact 1 2

SOCIAL SKILLS

21. Can identify roles of family members

20. Recognizes and in some ways identifies familiar other persons

19. Can respond to simple conversation appropriately

18. Demands attention gently but persistently (verbally, by pulling)

17.a. May insist on showing to other parent or visitor

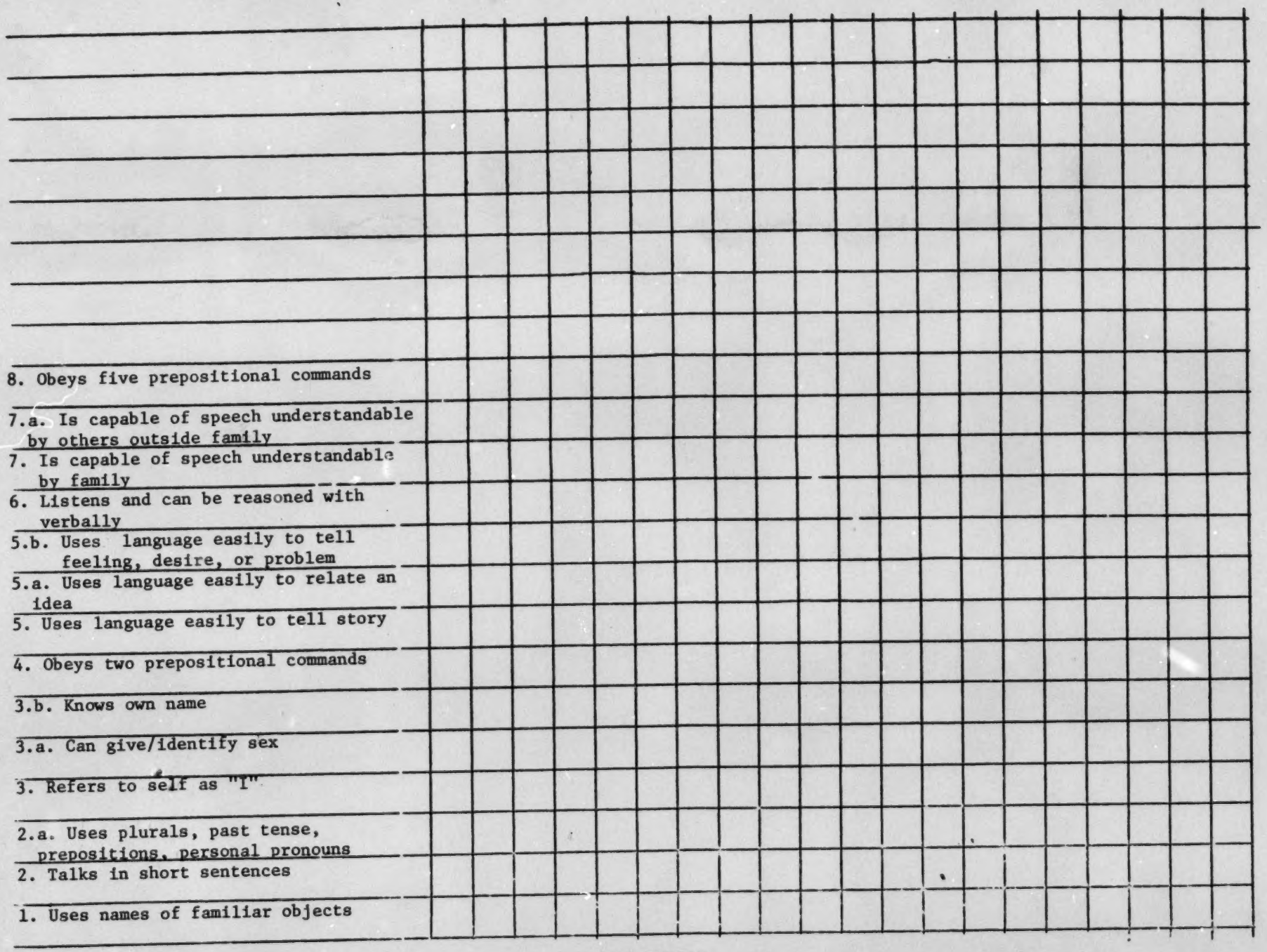
17. Shows accomplishments to parent for approval

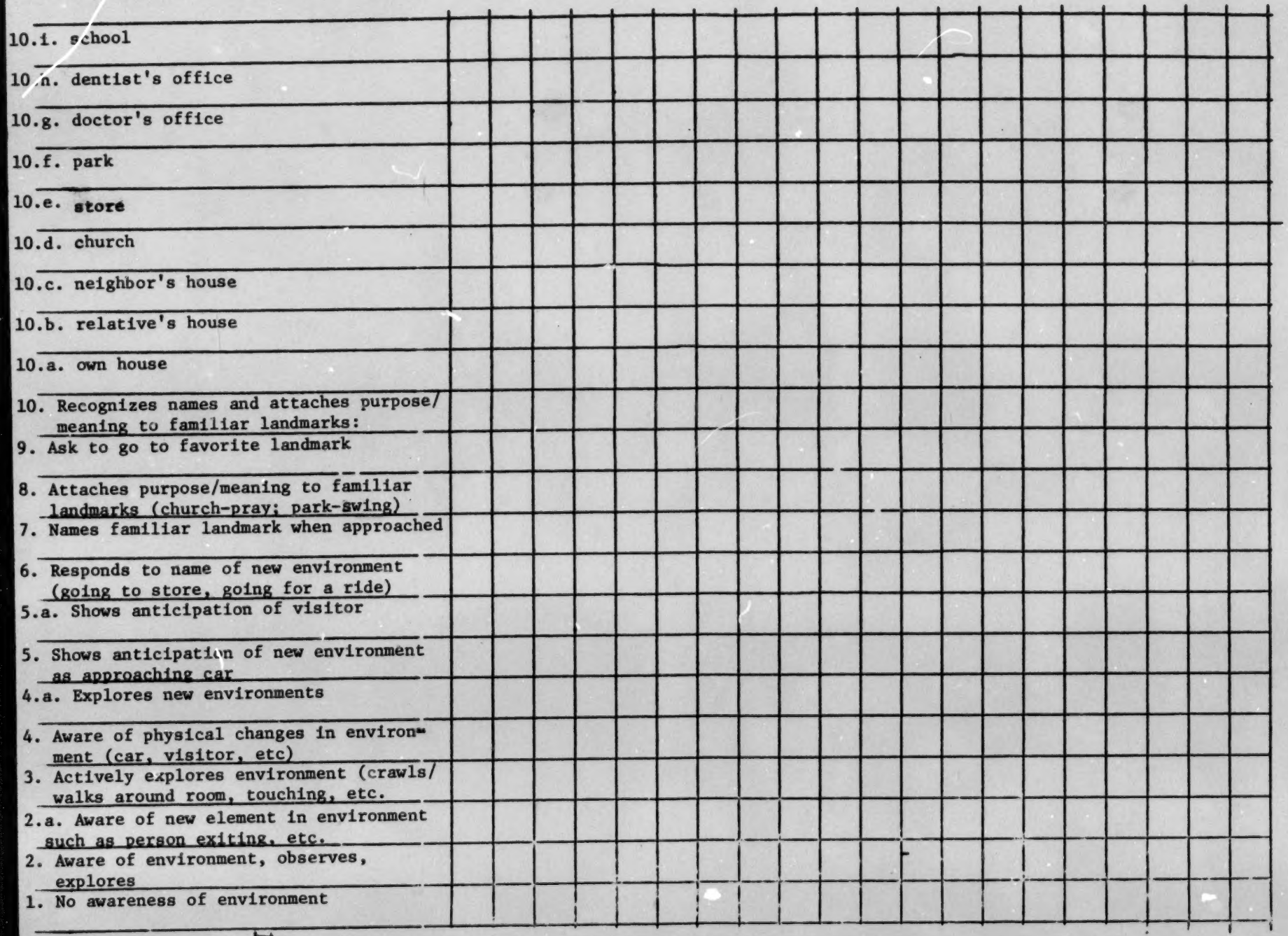
16. Exhibits pride in accomplishments (verbalizing, laughing, clapping)

15. Verbally responds to greeting

14. Verbally responds to simple question; gives single word answer

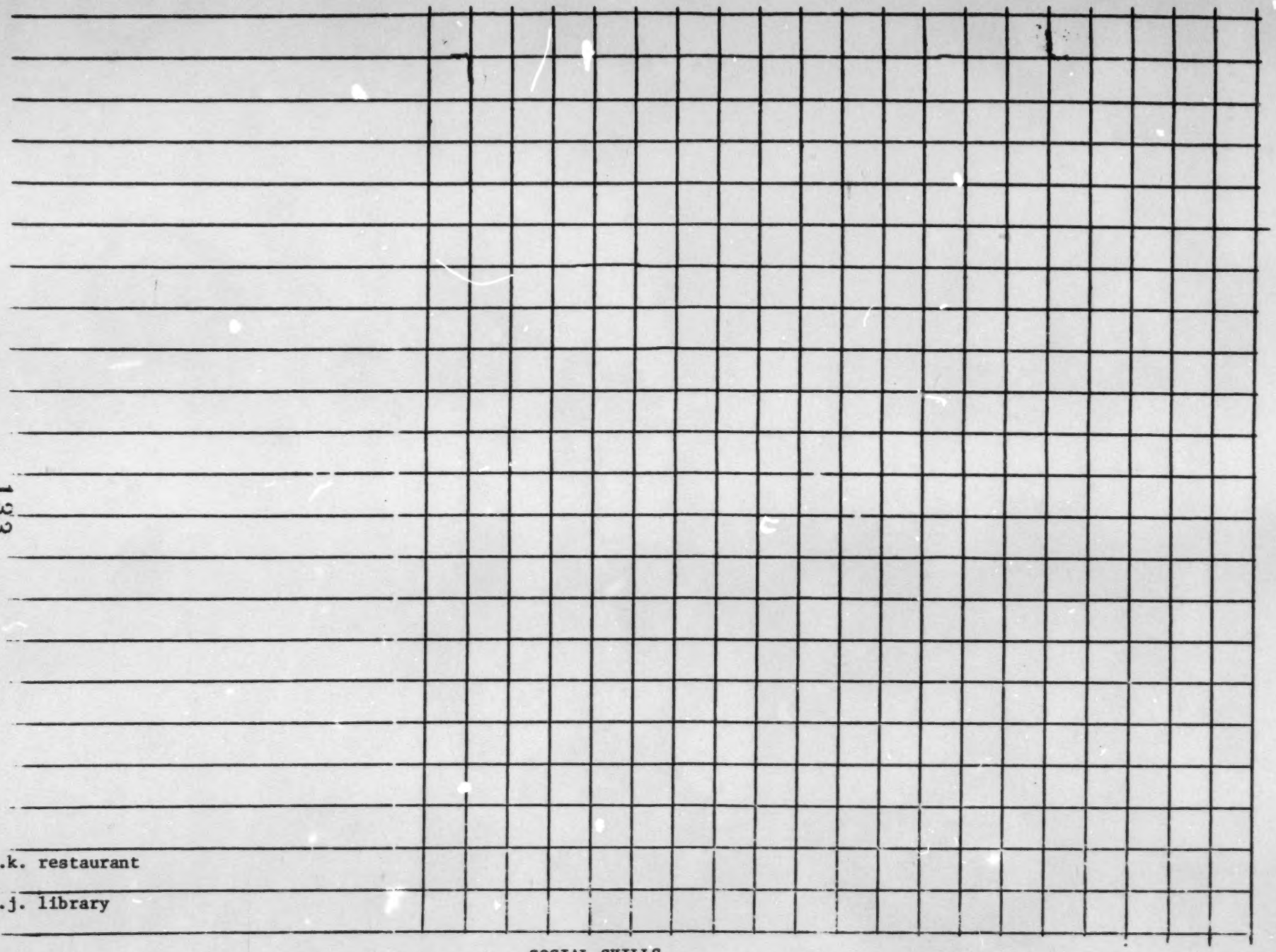
SOCIAL SKILLS


8. Obeys five prepositional commands
7.a. Is capable of speech understandable by others outside family
7. Is capable of speech understandable by family
6. Listens and can be reasoned with verbally
5.b. Uses language easily to tell feeling, desire, or problem
5.a. Uses language easily to relate an idea
5. Uses language easily to tell story
4. Obeys two prepositional commands
3.b. Knows own name
3.a. Can give/identify sex
3. Refers to self as "I"
2.a. Uses plurals, past tense, prepositions, personal pronouns
2. Talks in short sentences
1. Uses names of familiar objects
C. Response to spoken language
SOCIAL SKILLS


10.i. school
10.h. dentist's office
10.g. doctor's office
10.f. park
10.e. store
10.d. church
10.c. neighbor's house
10.b. relative's house
10.a. own house
10. Recognizes names and attaches purpose/ meaning to familiar landmarks:
9. Ask to go to favorite landmark
8. Attaches purpose/meaning to familiar landmarks (church-pray; park-swing)
7. Names familiar landmark when approached
6. Responds to name of new environment (going to store, going for a ride)
5.a. Shows anticipation of visitor
5. Shows anticipation of new environment as approaching car
4.a. Explores new environments
4. Aware of physical changes in environment (car, visitor, etc)
3. Actively explores environment (crawls/ walks around room, touching, etc.
2.a. Aware of new element in environment such as person exiting, etc.
2. Aware of environment, observes, explores
1. No awareness of environment

D. Familiar landmarks

SOCIAL SKILLS



10.k. restaurant

10.j. library

SOCIAL SKILLS

12. May pat puddles or otherwise exhibit pride																							
11.b. May withhold urine while on potty, release when removed																							
11.a. Will sit on potty if placed at scheduled times (after nap-urination)																							
10. May show interest in toilet and flushing mechanism																							
9.b. May withhold bowel movement until removed from potty or until asleep																							
9.a. Resists sitting on potty if placed for bowel movement																							
8.c. May stand for bowel movements																							
8.b. Has bowel movements at about same time each day																							
8.a. Remains dry progressively longer (may be up to five hours)																							
7. Resists sitting on potty if placed or sits for only short periods																							
6.c. May try to remove wet diaper																							
6.b. Irritable when wet at certain times of day, fusses																							
6.a. Wakes from nap dry																							
5.c. May grunt during bowel movements																							
5.b. May wake from nap dry																							
5.a. Remains dry for three or four hours at a time																							
4.b. May grunt during bowel movements																							
4.a. Remains dry for one or two hours at a time																							
3.b. Bowel movements usually follow feedings																							
3.a. Number of wettings decreases (volume increases)																							
2. Exhibits no control, may cry after wetting or soiling diaper																							
1. Exhibits no control over or awareness of elimination																							

A. Toileting

DAILY LIVING SKILLS

22.b. Few accidents

22.a. Will sit on toilet

21.b. May need "training seat" to feel secure

21.a. May sit on toilet, especially if given stool for feet

20.c. Attempts to wipe after bowel movements

20.b. Boys (some girls) begin standing

20.a. Night accidents less frequent

19.b. May sit with "training seat"

19.a. Fearful of sitting on toilet

18.c. May be dry through night if taken up after a few hours

18.b. May go to bathroom and pull down pants

18.a. Verbalizes needs

17. May insist on saving bowel movements for other parent to see

16.c. Accidents less frequent

16.b. May have word for bowel movements

16.a. Indicates need to use potty by signal or verbalization

15.c. Has bowel movement in potty if reminded

15.b. May report accidents by pulling pants

15.a. Urinates in potty if reminded

14. Can respond with nod or "no" when asked if needs toilet

13.b. May have bowel movements in potty if placed when grunting indicating need

13.a. Urinates in potty if placed there

25. Uses toilet independently	
24.c. May demand privacy.	
24.b. May need to be reminded to wipe and to use toilet before playing	
24.a. Goes to toilet independently	
23.e. Accidents rare	
23.d. May demand privacy	
23.c. May need reminding during day	
23.b. May occassionally use toilet independently	
23.a. Needs minimal assistance (as with clothing, wiping)	
22.e. Boys stand	
22.d. May begin to demand privacy	
22.c. May be dry all night or wake and ask to use toilet	

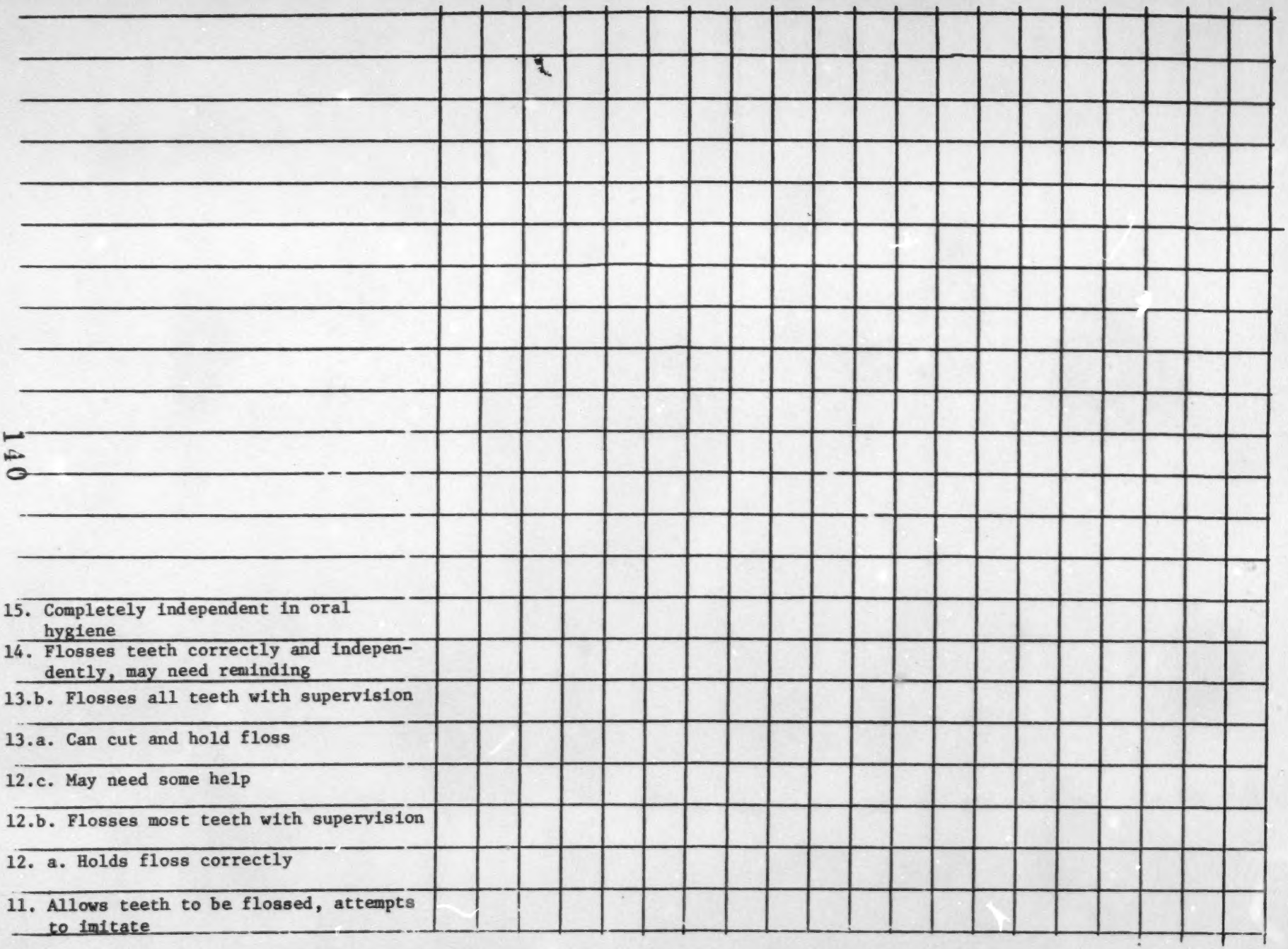
DAILY LIVING SKILLS

9.b. Attempts to wash as above	
9.a. Can stand in shower	
8.d. Assists in drying	
8.c. May wash face, ears	
8.b. Attempts to wash self with soap on hands, arms, stomach	
8.a. Sits, stands, appropriately in tub when prompted	
7.c. May attempt to wash face with wash rag	
7.b. Attempts to wash independently	
7.a. Imitates parent washing hands	
6.b. Will accept soap and towel but does not apply them	
6.a. Cooperates in bathing by making washing and drying motions	
5.c. May resist removal from tub	
5.b. Enjoys play in tub	
5.a. Cooperates in washing by standing with support	
4.c. Resists washing other than hands, arms, stomach, possibly face & hair	
4.b. Splashes, plays with soap, and toys in water.	
4.a. Can support self sitting in tub	
3.c. May allow face and hair to be washed	
3.b. Allows hands, arms, stomach to be washed	
3.a. Begins to splash with hands	
2. Exhibits enjoyment of warm bath, but resists washing	
1. Resists bathing	

B. BATHING

16.b. Draws own tub water (may need help adjusting shower)																						
16.a. Completely independent in bathing																						
15.b. May be able to cut nails on one hand																						
15.a. Keeps fingernails clean																						
14.b. Draws water with help																						
14.a. Can bathe and dry self without help																						
13. Can scrub fingernails with brush with help, if reminded																						
12.b. May need to be reminded to wash before meals																						
12.a. Can wash and dry hands and face without assistance																						
11.c. Partially dries self																						
11.b. Washes ears with wash rag, if reminded																						
11.a. Washes self with minimal assistance in tub or shower																						
10.c. Dries hands, face																						
10.b. May need help adjusting faucets and rinsing																						
10.a. Washes hands and face in basin, in appropriate sequence																						
9.d. Assists in drying																						
9.c. May resist water spray on face																						

10. Brushes teeth independently																							
9.d. Brushes, rinses																							
9.c. Recaps tube if reminded																							
9.b. Spreads paste without help																							
9.a. Uncaps tube																							
8.d. May recap tube if prompted																							
8.c. Brushes, rinses																							
8.b. Spreads paste with help																							
8.a. Uncaps tube																							
7.c. Rinses mouth																							
7.b. Helps spread paste on brush																							
7.a. Attempts to brush teeth with small amount of toothpaste																							
6.b. Attempts to rinse mouth																							
6.a. Brushes teeth with water																							
5. Attempts to brush teeth with water, needs assistance																							
4. Accepts teeth being brushed with water																							
3.c. May accept brushing with water																							
3.b. May attempt to imitate																							
3.a. Observes/is aware of parent brushing teeth																							
2.b. Will accept and play with toothbrush																							
2.a. Resists teeth being brushed																							
1. Does not have teeth																							


15. Completely independent in oral hygiene
14. Flosses teeth correctly and independently, may need reminding
13.b. Flosses all teeth with supervision
13.a. Can cut and hold floss
12.c. May need some help
12.b. Flosses most teeth with supervision
12. a. Holds floss correctly
11. Allows teeth to be flossed, attempts to imitate

DAILY LIVING SKILLS

11.a. Squats to pick up object & returns to standing independently	
10.c. Climbs into adult chair	
10.b. Can seat self in small chair by squatting	
10.a. Squats from standing position to play	
9.b. Sits by bending knees from free standing	
9.a. Stands without support (from sitting to hands and knees to standing	
8.b. Squats from sitting position to play	
8.a. Stands alone, arms spread for balance	
7.c. May stand alone momentarily, arms spread for balance, head erect	
7.b. Sits down from standing	
7.a. Pulls up from sitting to standing	
6.b. Stands when placed, holding object for support, head erect	
6.a. Independently sits up	
5.b. Lifts self onto hands and knees	
5.a. Sits alone with arms free for play when placed, head erect	
4.b. Bears weight on legs and bounces when held upright	
4.a. Sits alone when placed by propping on hands, head erect	
3.b. Holds trunk erect when propped in sitting position	
3.a. Lifts head erect when pulled to sitting position	
2.b. Can be propped in sitting position	
2.a. Has head control when lying down	
1. Cannot sit up, or support head	

D. Posture-standing, sitting, rising from chair DAILY LIVING SKILLS 141

16.d. Stands with head and trunk erect, feet a few inches apart, arms relaxed at sides

16.c. Rise from chair to standing

16.b. Beat self

16.a. Can rise from floor

15.b. Rises straight out of small chair without using arms

15.a. Stands from floor without using arms

14. Stands from lying on floor without turning, pushing with amrs/legs to stand

13. Gets up from floor to standing by turning to side, pushing with arms

12. Rises from both knees to standing, using arms for support

11.c. Rises from small chair by half-turning, holding chair arm

11.b. Climbs down from adult chair

DAILY LIVING SKILLS

8.a. Feeds self with spoon

7.c. May hand empty dish to parent

7.b. Uses spoon with some spilling

7.a. Holds cup with both hands

6.b. Handles a variety of finger foods

6.a. Attempts to feed self with spoon

5.c. Eats some solids

5.b. May allow parent to help feed self

5.a. Attempts to hold cup and spoon

4.c. Drinks from held cup

4.b. Can finger-feed cookie or cracker independently

4.a. Chews some semi-solids

3.e. Eats some lumpy foods

3.d. Holds some finger foods

3.c. May drink from held cup

3.b. Shows food preferences

3.a. Eats from spoon

2.c. Makes chewing motions

2.b. May accept liquids from cup (water, juice)

2.a. Accepts spoon

1.b. Resists spoon

1.a. Only nurses/takes bottle

E. Table Manners

DAILY LIVING SKILLS

16. Eats neatly and appropriately at table independently (may need to help cut meat)

15.b. Drinks from straw

15.a. Cuts some foods with knife

14. Attempts cutting with knife

13. May drink from straw

12. Uses knife for spreading, but not for cutting

11.c. Drinks from cup neatly, holding handle

11.b. Uses fork appropriately

11.a. Can sit at table with family

10.d. May be able to sit at table with family

10.c. Uses fork to spear food (rather than scoop)

10.b. Eats with minimal supervision

10.a. Can get own glass and pour liquid into it

9.c. Wipes up own spills

9.b. Can pour from container into glass with help

9.a. Drinks from glass using one hand

8c. Drinks from cup and puts it down without spilling

8.b. Eats finger food independently

15.a. Unbuttons large buttons

14. May have favorite article of clothing

13. Attempts buttoning/unbuttoning, fasteners, zippers

12.b. Puts on shoes and socks in some fashion

12.a. Undresses quickly and properly except for pullovers, buttoned shirts

11.b. Needs help with laces, fasteners

11.a. Takes off most clothing independently in proper order

10.b. Needs help with laces, fasteners

10.a. Takes off most clothing independently in proper order

9. May attempt to put on shirt or pants independently

8.b. Unzips jacket

8.a. Removes untied shoes, socks, unfastened pants in proper sequence

7. Undresses with some help (in unbuttoning pullovers, zippers

6.b. Assists in dressing by helping pull on pants, shirt, sweater

6.a. Assists in undressing by pulling down pants

5.b. Extends leg for pants

5.a. Assists in dressing by putting arm in sleeve when shirt is held

4.b. May remove diaper or underpants

4.a. Assists in undressing by pulling off socks, hat, untied shoes

3. Cooperates in dressing/undressing by extending arms, sitting, standing w/prompt

2. Actively resists dressing/undressing

1. Lies passively or fusses during dressing/undressing

F. Dressing and Undressing

DAILY LIVING SKILLS

21. Selects appropriate clothing for weather

20. Dresses completely independently

19.b. May select appropriate outdoor clothing

19.a. Ties laces

18. Dresses self independently except for tying laces

17.c. Selects own clothes

17.b. Can buckle shoes, belt, lace shoes, buttons

17.a. Dresses self except for back fasteners

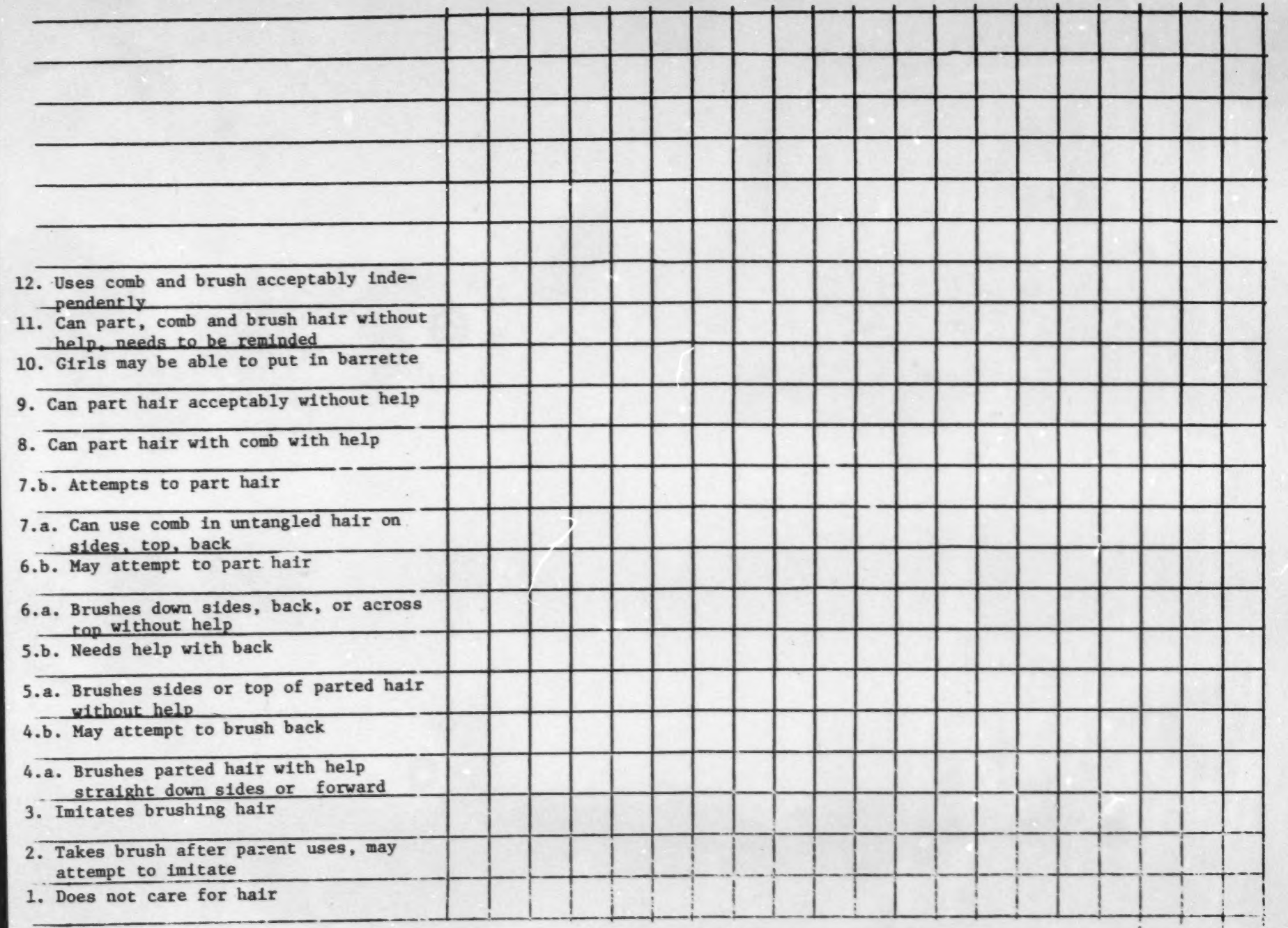
16.b. Can distinguish front/back

16.a. Dresses with minimal assistance (as with buttons, belt) if clothing not out

15.c. May attempt to lace shoes, buckle shoes

15.b. Puts on coat without help

DAILY LIVING SKILLS

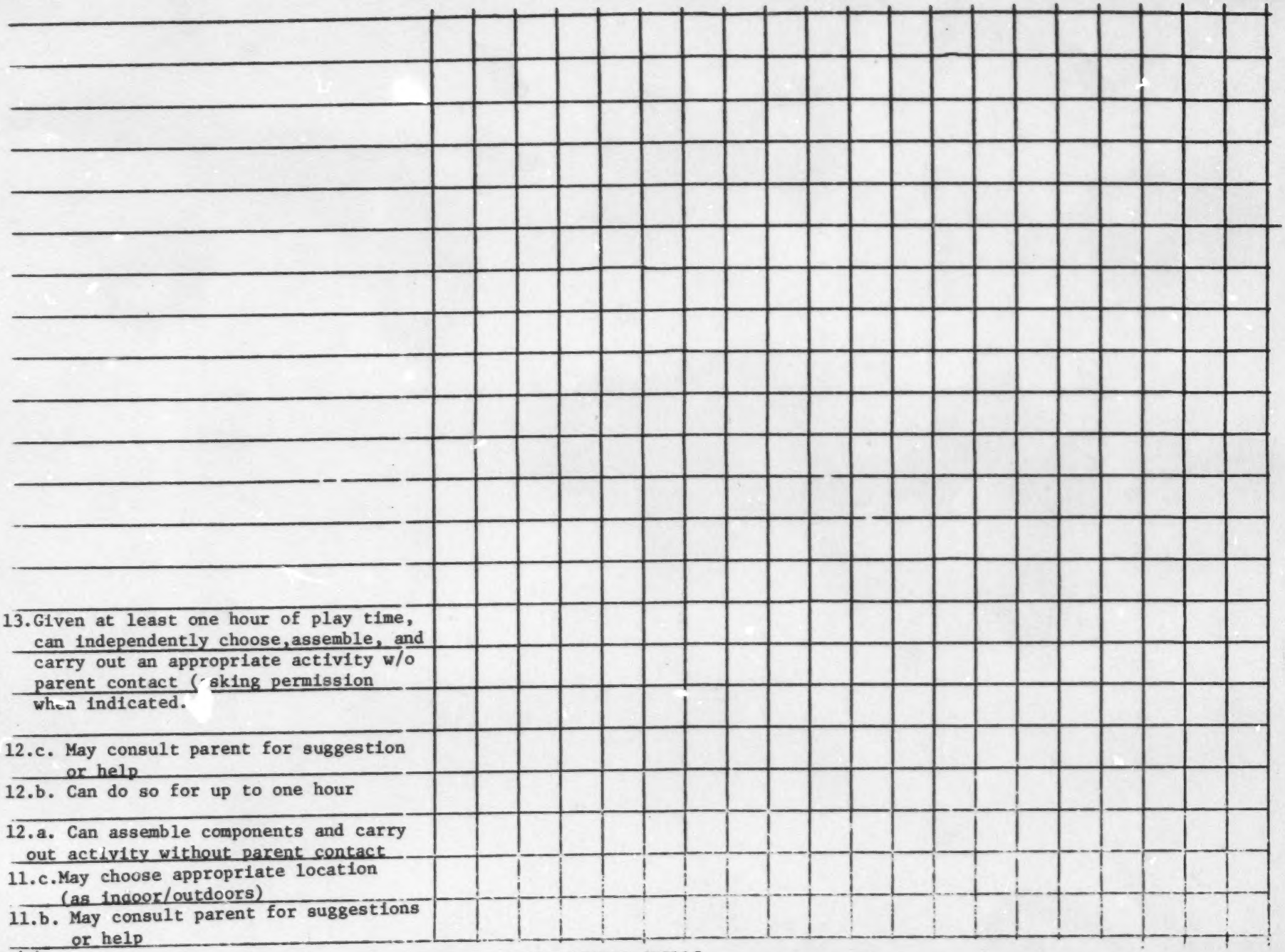


12. Uses comb and brush acceptably independently
11. Can part, comb and brush hair without help, needs to be reminded
10. Girls may be able to put in barrette
9. Can part hair acceptably without help
8. Can part hair with comb with help
7.b. Attempts to part hair
7.a. Can use comb in untangled hair on sides, top, back
6.b. May attempt to part hair
6.a. Brushes down sides, back, or across top without help
5.b. Needs help with back
5.a. Brushes sides or top of parted hair without help
4.b. May attempt to brush back
4.a. Brushes parted hair with help straight down sides or forward
3. Imitates brushing hair
2. Takes brush after parent uses, may attempt to imitate
1. Does not care for hair

11.a.Shows planfulness in activity,assembling components	
10.In new environment,will explore and find an engaging activity	
9.b.Repeats certain activity over a period of days or weeks	
9.a.Shows preference for certain activity or type of activity	
8.b.Repeats satisfying activity	
8.a.Shows some planfulness in play,using at least 2 different objects	
7.b.Will play alone w/o parent contact for up to 1 hr. at least once during day	
7.a.Shows preference for certain toys	
6.c.Will play without parent contact for up to 30 min.at least once during day	
6.b.Longer waking periods (up to one hour)	
6.a.Definite pattern of sleep/naps	
5.d.May demand attention if parent is present	
5.c. Will play 5-10 minutes without parent contact	
5.b. Grasps objects, brings to mouth	
5.a.Locates nearby objects by sight or sound	
4.b.May demand attention when parent is nearby	
4.a.Exhibits awareness of presence of parent(as opposed to being alone)	
3. Changes position, moves arms, legs, head in exploratory fashion	
2.c. Remains awake for 5-15 minutes at at a time	
2.b.Shows pattern to eating/sleeping schedule	
2.a. Exhibits awareness of environment by head turning,grasping objects w/hand	
1. Sleeps majority of time,does not play or attempt to change position	

H. Leisure Time Activity

DAILY LIVING SKILLS



13. Given at least one hour of play time, can independently choose, assemble, and carry out an appropriate activity w/o parent contact (asking permission when indicated.

12.c. May consult parent for suggestion or help

12.b. Can do so for up to one hour

12.a. Can assemble components and carry out activity without parent contact

11.c. May choose appropriate location (as indoor/outdoors)

11.b. May consult parent for suggestions or help

3.c. Measuring cups, spoons, pans, bowls, ingredients

3.b. Broom, dustpan

3.a. Telephone cord

3. Attempts to touch or touches implements when parent is using close by

2.h. Mopping/Vacuuming

2.g. Raking

2.f. Laundry

2.e. Dusting

2.d. Washing dishes

2.c. Cooking/Baking

2.b. Sweeping

2.a. Answering telephone

2. Observes/is aware of parent performing task in same room or area:

1.h. Mopping/Vacuuming

1.g. Raking

1.f. Laundry

1.e. Dusting

1.d. Washing dishes

1.c. Cooking/Baking

1.b. Sweeping

1.a. Answering telephone

1. Exhibits no response to parent performing task in same room or area:

5.g. Follows as raking, may hold edge of bag, leaves	
5.f. Follows to hamper, wash, may help load, pile clothes	
5.e. Follows as dusting, may carry dust-rag, "dust"	
5.d. Follows to table, sink, may carry sponge, "wash", "dry"	
5.c. Follows to counter, refrigerator, may carry spoon	
5.b. Follows as sweeping, may carry dust pan, hold dust pan	
5.a. Follows to phone, attempts to take receiver, turn dial	
5. Follows parent around room as parent performing task, may carry implement	
4.h. Picking up mop (may lift end), vacuum hose, attachments	
4.g. Rake (may only lift tine end), leaf bag, leaves	
4.f. Picking up piled clothes, hamper lid, measuring cup	
4.e. Picking up dust rage, dust mop; may only lift mop end	
4.d. Picking up dishes, flatware, sponge, dishrage, dish towel	
4.c. Picking up measuring cups, spoons, ingredients, containers	
4.b. Picking up broom, dust pan (may only pick up sweeping end)	
4.a. Picking up telephone receiver, cord	
4. Picks up implements after parent, may attempt to imitate task, by:	
3.h. Mop, bucket, vacuum, vacuum hose or attachments	
3.g. Rake, leaf bag, piled leaves	
3.f. Piled clothes, hamper, soap, measuring cup	
3.e. Dusting, polish bottle or can, dust mop	
3.d. Dishes, flatware, sponge, dishrag,	

8.a. Calls attention to ringing telephone, talks briefly to known person																							
8. Assists parent with some steps in housework																							
7.h. Initiates mopping (with mop or rag,) vacuuming, w/attachment in play																							
7.g. Initiates raking, carrying leaves in play																							
7.f. Initiates "washing" in sink or tub, lays out to dry																							
7.e. Initiates dusting of edges, uncluttered surfaces in play																							
7.d. Initiates dish washing (after cooking play																							
7.c. Initiates cooking/backing activity in play																							
7.b.Initiates sweeping activity in play																							
7.a. Initiates telephone play,"talks" to known person																							
7. Imitates housework in play,showing knowledge of proper function of tool																							
6.h. Uses toy mop or broom, "vacuums" with attachment																							
6.g.Carries leaves,uses toy rake, may hold bag oper																							
6.f. Carries a few laundry items, may put into washer, dryer																							
6.e. "Dusts" edges of tables with cloth or clothing																							
6.d. "Washes" toy dishes (or unbreakable dishes) with or without water																							
6.c. "Cooks" with toys or unbreakable dishes (pours, stirs)																							
6.b. Uses toy or imaginary broom,holds dustpan for parent																							
6.a. Talks on toy telephone or real phone to known person																							
(following are meant as examples)																							
6. Imitates task as parent performs, with/without implement,may verbalize																							
5.h. Follows as mopping/vacuuming may carry hose, attachment																							

10.b. Sweeps portion of large, uncluttered surface adequately

10.a. Lifts receiver, says "hello" calls parent to phone

10. Can carry out simple task independently.

9.k. Can mop or vacuum portion of floor adequately with help

9.j. Helps load leaves into bag

9.i. Helps rake leaves into piles with help, holds bag open for parent

9.h. Helps load and unload dryer with help

9.g. Helps sort and load washer if prompted

9.f. Takes clothes from hamper & to laundry area if prompted

9.e.Dusts smooth edges,large,uncluttered surfaces adequately with help

9.d. Stacks own dishes and scrapes with help, wipes, spills,dries some

9.c. Hands ingredients, pours and stirs with help

9.b. Holds dustpan, empties dust pan with help, sweeps some

9.a. Can lift receiver, say "hello" if prompted

9. Can carry out part of simple task with help

8.h. Uses toy mop with water,hands vacuum attachments,vaccumns some

8.g. Helps hold leaf bag, helps fill bag

8.f. Helps carry some laundry, helps load washer and dryer

8.e. Dusts parts of smooth edges and large uncluttered surfaces

8.d. Hands own dishes to parent, hands dishrag-attempts to dry some dishes

8.c. Hands specified ingredient, implement, stirs with help

8.b. Holds dustpan for parent, attempts to sweep in large areas

10.h. Mops or ~~vacuums~~ large uncluttered portion of floor adequately

10.g. Helps rake leaves into piles, holds bag open, helps put into bag

10.h. Loads into washer if directed, unloads dryer if directed

10.g. Takes clothes from hamper to laundry area, stacks into piles

10.f. Dusts smooth edges, large uncluttered surfaces adequately

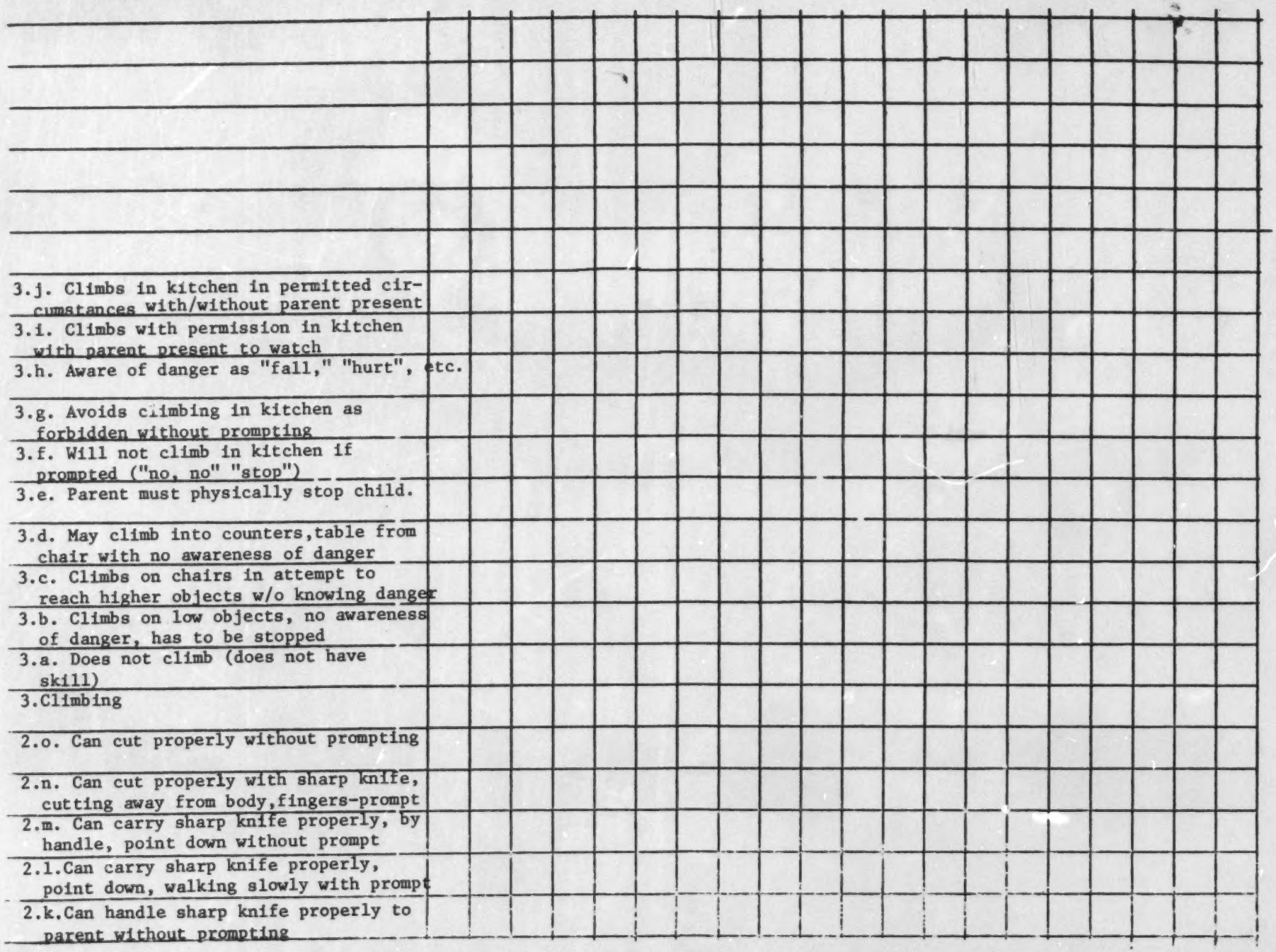
10.e. Stacks and scrapes own dishes, wipes spills, dries some dishes

10.d. Hands ingredients, pours, stirs

10.c. Holds and empties dustpan

2.j. Offers knife to parent offering top of handle to grasp with prompting	
2.i. Can hand sharp knife to parent properly,holding handle,point down	
2.h. Aware of knives as sharp (danger) and dull	
2.g. Aware of uses of knives, and can use butter or toy knife properly in play	
2.f. Aware of danger of knife as "cut", "sharp", "hurt", etc.	
2.e. Avoids touching knife as forbidden object without prompting	
2.d. Avoids touching knife if prompted ("no, no", "stop")	
2.c. Attempts to play with knife if in reach-has to be physically prevented	
2.b. Exhibits no awareness of knives as danger, shows awareness of knives	
2.a. Exhibits no awareness of knives	
2. Knives	
1.j.Can assist/observe parent working near stove avoiding contact-no prompt	
1.i. Can assist/observe parents working around stove	
1.h. Exhibits awareness of stove's use during play (pretends cooking, "hot")	
1.g. Aware of danger of stove as "hot" "hurt", etc.	
1.f. Avoids touching stove as forbidden object w/o prompting though near it	
1.e. Avoids vicinity of stove if prompted ("come")	
1.d. Avoids touching stove if prompted ("No-no," "Stop")	
1.c. Attempts to play with knobs, oven door-child must be removed from area	
1.b. Exhibits no awareness of stove as danger, shows awareness of stove	
1.a. Exhibits no awareness of stove	
1. Stove	

B. Common Kitchen Dangers
(to be recognized and avoided)


3.j. Climbs in kitchen in permitted circumstances with/without parent present
3.i. Climbs with permission in kitchen with parent present to watch
3.h. Aware of danger as "fall," "hurt", etc.
3.g. Avoids climbing in kitchen as forbidden without prompting
3.f. Will not climb in kitchen if prompted ("no, no" "stop")
3.e. Parent must physically stop child.
3.d. May climb into counters,table from chair with no awareness of danger
3.c. Climbs on chairs in attempt to reach higher objects w/o knowing danger
3.b. Climbs on low objects, no awareness of danger, has to be stopped
3.a. Does not climb (does not have skill)
3.Climbing
2.o. Can cut properly without prompting
2.n. Can cut properly with sharp knife, cutting away from body,fingers-prompt
2.m. Can carry sharp knife properly, by handle, point down without prompt
2.l.Can carry sharp knife properly, point down, walking slowly with prompt
2.k.Can handle sharp knife properly to parent without prompting

2.g. Avoids playing with faucets if prompted	
2.f. Avoids playing with faucets if prompted	
2.e. Must be physically prevented from playing with faucets, may obey verbal prompt	
2.d. Attempts to play with faucets, aware of them as water source	
2.c. Attempts to play with faucets, must be prevented, not aware of water source	
2.b. Not aware of faucets as water source, shows awareness of faucets	
2.a. Not aware of faucets	
2. Hot water	
1.m. Can safely get into or out of tub w/o help as above.	
1.l. Can lower or raise self slowly.	
1.k Can safely get into or out of tub with help, grasping sides or grab bar	
1.j. Can grab bar or tub side for washing self with free hand	
1.i. Can safely stand, supporting self with hand or arm against wall	
1.h. May hold with one hand and wash with other	
1.g. Can safely stand in tub, grasping sides to stand and supporting self by holding on	
1.f. Aware of danger as "slip", "fall", "hurt"	
1.e. Sits in tub w/o prompting until told to stand.	
1.d. Avoids standing, etc. & sits in tub if prompted (may need restraining)	
1.c. Attempts to wriggle, stand, climb, etc. in tub, must be physically restrained	
1.b. No awareness of bath tub as danger, bathed in tub	
1.a. No awareness of bath tub (not yet bathed in tub.	
1. Bathtub	

C. Common Bathroom Dangers
(to be recognized and avoided)

4. Climbing

3.m. May pretend illness to get "sweet" medicines

3.l. Aware that all medicines may only be taken with permission

3.k. Aware of danger as "sick" - "hurt"

3.j. May try to get sweet medicines

3.i. Avoids medicine cabinet, some medicines as forbidden w/o prompting

3.h. Avoids trying to reach medicines/ medicine cabinet if prompted

3.g. May try to reach sweet medicines if nearby as a sweet,no awareness/danger

3.f.Tries to reach medicine cabinet with no awareness of danger

3.e. Unaware of danger of taking "sweet medicines"

3.d. Aware of sweet medicines,vitamins, baby aspirin, enjoys taking them

3.c. May recognize bottle as medicine itself

3.b. Exhibits no awareness of medicines as danger, may recognize bottle

3.a. Exhibits no awareness of medicines

3. Medicines

2.n. Can safely use hot and cold faucets without supervision

2.m. Can safely use hot and cold faucet to wash, fill tub w/supervision

2.l. Can use cold water faucet w/o supervision

2.k. Can use cold water faucet to drink, etc. with supervision

2.j. Aware of faucet water as "hot" and "cold"

2.i. Aware of danger as "hot", "burn"

2.h. Avoids faucets as forbidden object without prompting

4.j. Climbs in permissible circumstances with or without parent

4.i. Climbs in bathroom with permission with parent present

4.h. Aware of danger as "fall", "hurt"

4.g. Avoids climbing in bathroom as forbidden without prompting

4.f. Will not climb in bathroom if prompted

4.e. Has no awareness of danger, must be physically stopped

4.d. Attempts to or climbs to reach higher objects, as medicine cabinet, faucets

4.c. Must be physically stopped.

4.b. Attempts to or climbs into tub, onto toilet w/no awareness of danger

4.a. Does not climb in bathroom (does not have skil

2.d. Will help parent pick up dirty clothing if prompted

2.c. May bring parent clothing object, as shoes, to put away

2.b. Observes/aware of parent putting clothing away

2.a. Does not put clothes away _ does not have concept or ability

2. Clothing Care

1.p. Will put all toys away in acceptable order independently

1.o. Will put all toys away in order w/o prompting

1.n. Will put all toys away in order if prompted w/o parent present

1.m. Will put all toys away randomly in toy box if prompted w/oparent present

1.L. Will leave rest of toys pushing under bed, etc.

1.k. Will put some toys away randomly if prompted w/o parent present

1.j. Hands toys to parent, dumps them randomnly into toybox when prompted

1.i. May then remove same things and repeat

1.h. May put a few objects on shelves

1.g. May imitate parent when prompted, may imitate parent by dumping toys in box

1.f. Will hand toys to parent whem prompted,

1.e. Does not have concepts of order or organization

1.d. Puts objects onto and takes them off of surfaces

1.c. Puts objects into and takes out of containers

1.b. Observes/is aware of parent putting toys away

1.a. Does not put toys away (does not have concept or ability

1. Toy Care

D. Room Care Skills
Necessary to maintaining order in the child's room

3.g. Returns items to correct places in recognizable order with prompting
3.f. Returns all items to correct places without prompting in random fashion
3.e. Returns all items to correct places with prompting in random fashion
3.d. Returns some items to correct place in random fashion with out prompting
3.c. Returns some items to correct places in random fashion with prompting
3.b. Shows some awareness of organization; knows some is found in certain places
3.a. Shows no organization (does not have concept
3. Organization Skills
2.p. Will put clean clothing into drawers and closets in acceptable order independently
2.q. Will put clean clothing into drawer/ closet in order if prompted
2.p. Will put clean clothes into drawers closet, in order w/o prompting
2.o. Can do this if prompted without parent present
2.n. Will put clean clothing into drawers and closet in recognizable order
2.m. Can fold clothing acceptably, can hang clothing on coathanger
2.l. Will put dirty clothese into hamper Clean into drawers w/prompted w/o parent
2.k. Needs to be prompted with parent present
2.j. Will put dirty clothes into hamper, clean clothes randomly into drawers
2.i. Will do this without parent present, will put shoes away
2.h. Will put all discarded clothing (clean & dirty) into hamper w/prompt
2.g. Some clothes left out, under bed, etc.
2.f. Will put some clothing into hamper if prompted without parent present
2.e. Will pick up dirty clothing and bring to hamper if prompted

4.q. Can change and make bed in acceptable fashion independently

4.p. Can make bed in acceptable fashion independently

4.o. Can make bed in acceptable fashion with help.

4.n. Can strip bed without help.

4.m. Crudely pulls up sheet,blanket, then bedspread without prompting.

4.L. Crudely pulls up sheet, blanket, then bedspread with prompting

4.k. May be able to put on pillow cases

4.j. Helps parent change bed by spreading sheets

4.i. Can remove pillow cases

4.h. Strips bed by self after parent loosens corners

4.g. Crudely pulls up bedspread by self without prompting

4.f. Crudely pulls up bedspread over sheets by self if prompted (parent must pull up sheet

4.e. Helps parent strip bed for changing sheets - parents must loosen corners)

4.d. Helps parent pull up bedspread, parent must smooth and tuck

4.c. Imitates/is aware of parent making bed as parent works

4.b. Observes parent making/changing bed

4.a. Does not make bed (does not have skills)

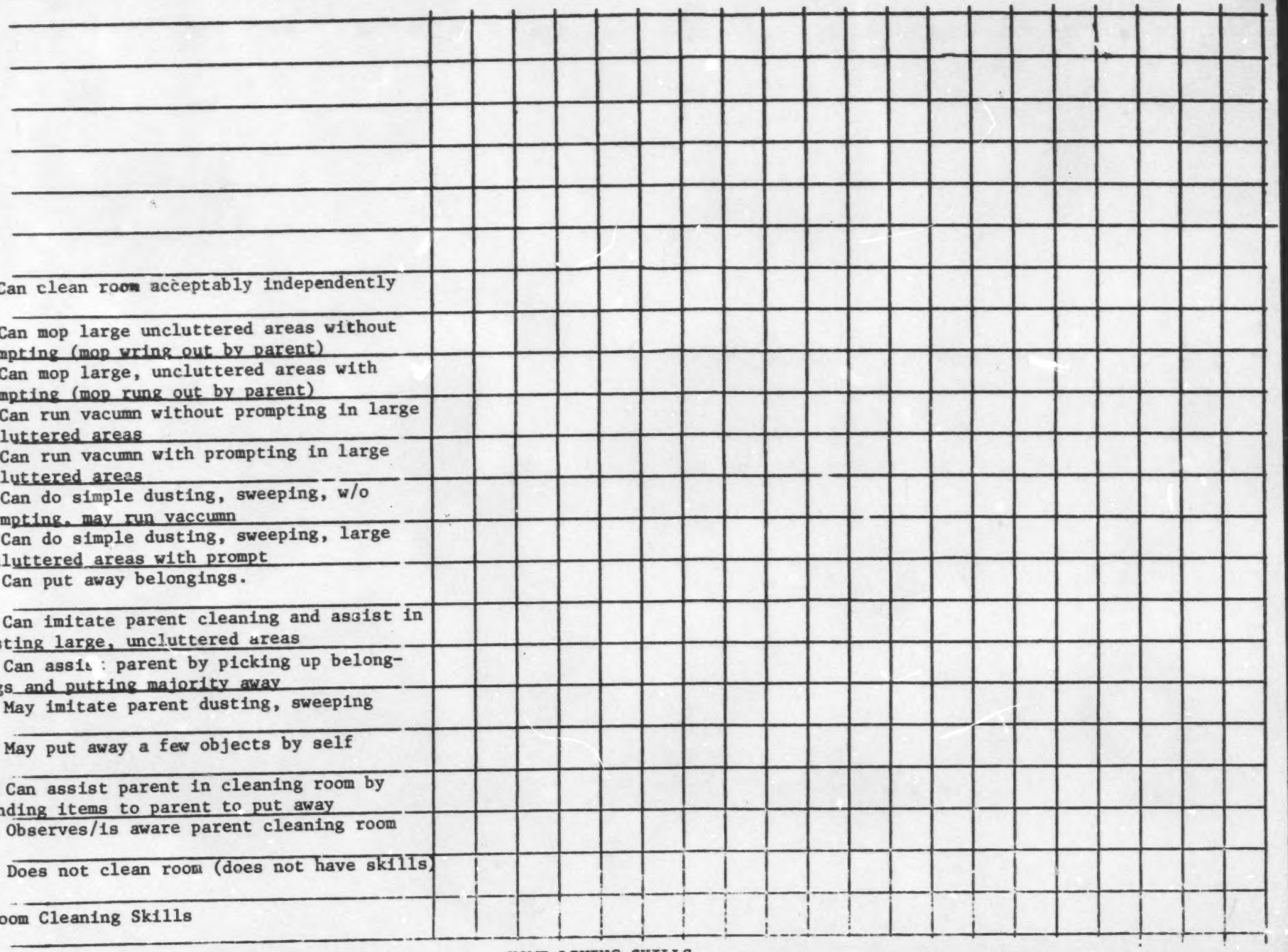
4. Bedmaking Skills

3.k. May reorganize belongings and items to suit self

3.j. Retruns items to correct places in acceptable order independently

3.i. Returns belgonings to correct places in acceptable order with prompting.

3.h. Returns items to correct place in recognizable order without prompting


5.o. Can clean room acceptably independently
5.n. Can mop large uncluttered areas without prompting (mop wring out by parent)
5.m. Can mop large, uncluttered areas with prompting (mop rung out by parent)
5.l. Can run vacumn without prompting in large uncluttered areas
5.k. Can run vacumn with prompting in large uncluttered areas
5.j. Can do simple dusting, sweeping, w/o prompting, may run vaccumn
5.i. Can do simple dusting, sweeping, large uncluttered areas with prompt
5.h. Can put away belongings.
5.g. Can imitate parent cleaning and assist in dusting large, uncluttered areas
5.f. Can assist parent by picking up belongings and putting majority away
5.e. May imitate parent dusting, sweeping
5.d. May put away a few objects by self
5.c. Can assist parent in cleaning room by handing items to parent to put away
5.b. Observes/is aware parent cleaning room
5.a. Does not clean room (does not have skills)
5. Room Cleaning Skills

8.e. If very young child can just say "send help"	
8.d. Important for child to know to leave phone off hook for tracing	
8.c. Important for child to be able to say "I Need Help" and father's name	
8.b. Can say I live on Cherry Street	
8.a. Can say my Daddy's (Mommy's) name is John.	
8. Can say my name is Jane Doe	
7.a. Leave phone off hook for tracing	
7. Can dail "0" and convey simple message if directed (I Need Help)	
6. Can reach nearest neighbors house alone	
5. Can open door/window to get out of house if necessary	
4. Can convey simple message and/or carry note within immediate setting	
3. Recognize emergency situation exists by showing concern	
2.a. Clings to parent though aware something wrong	
2. Cannot react constructively to emergency (fearful, crying)	
1.a. Reacts to emergency with inappropriate behavior	
1. Cannot recognize emergency	

12. Independently gives pet dry food and water

11. Exhibits awareness of pets needs, plays without hurting pet

10. Can fill water dish without prompt and set out for pets

9. Can fill water dish with prompting and set out for pets

8. Can put out filled water dish for pets

7. Can pour dry food without prompting and set out for pet

6. Can pour dry food with prompting and set out for pet

5. Can put out filled food dish for pets

4. Observes feeding of pets, may feed table scrapes

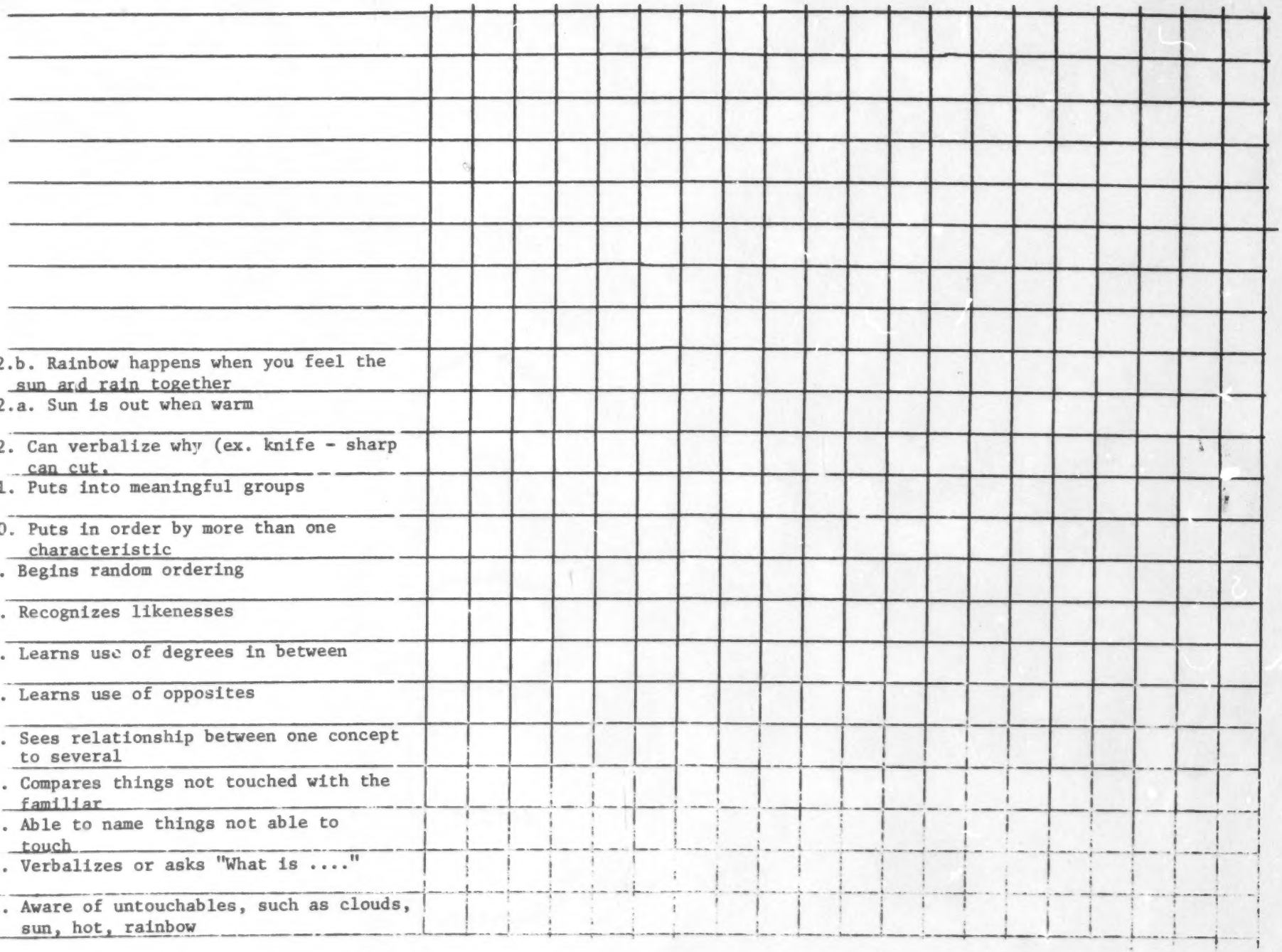
3. Shows affection for pet, may hurt during play accidently

2.a. Shows no awareness that pets can be hurt by play

2. Exhibits awareness of pets only as play objects

1. Exhibits no awareness of pets

F. Care and Feeding of Pets


12.b. Rainbow happens when you feel the sun and rain together
12.a. Sun is out when warm
12. Can verbalize why (ex. knife - sharp can cut.
11. Puts into meaningful groups
10. Puts in order by more than one characteristic
9. Begins random ordering
8. Recognizes likenesses
7. Learns use of degrees in between
6. Learns use of opposites
5. Sees relationship between one concept to several
4. Compares things not touched with the familiar
3. Able to name things not able to touch
2. Verbalizes or asks "What is ...."
1. Aware of untouchables, such as clouds, sun, hot, rainbow

THINGS THAT CANNOT BE TOUCHED